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ABSTRACT

The Northwest Suburban Career Cooperative (Illinois) developed tech prep curricula for drafting/computer-aided design and electronics training program areas. Task forces selected for the two program areas identified the type of curriculum that should be provided to train future employees and the competencies needed by students successfully completing the specific programs to enter employment. Course flowcharts for the two programs were developed. Industry partners on the task forces indicated a willingness to provide internships annually for students who successfully performed the required competencies for the two tech prep program areas. Other activities were development of a marketing plan; determination of equipment, facility, staffing, and scheduling needs of each tech prep program area; identification of tech prep coordinators and their job descriptions; inservice training; assessment of students applying for the programs; and development of curriculum objectives, outcomes, course outlines, and test assessment items for all courses to be implemented initially. (Appendixes, which make up the bulk of the report, include a list of task force members; program proposals with program brief, justification of need, program description, equipment, facilities, scheduling and transportation, staffing recommendations, support services, and qualifying courses; program sequences; marketing plan; coordinator job description; brochures; student application form; advisory committee members; and public relations materials.) (YLB)

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ED347353

Tech-Prep Program: Drafting/CAD Electronics

Project Staff:

Project Director:
Pamela J. Block

Consultants:
Fred Barr
Sheryl Jedlinski
Task Trainers, Inc.
MarCom Group

Illinois
State Board of
Education

Louis Mervis
Chairman

Robert Leininger
State Superintendent
of Education

Department
Adult, Vocational
and Technical
Education

Vocational Education
Program Improve-
ment Section

August, 1991

Funding Agreement
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Tech-Prep
$32,620

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FINAL REPORT ABSTRACT FORMAT

Official Project Title: TECH-PREP CURRICULUM FOR DRAFTING/COMPUTER COMPUTER-AIDED-DESIGN AND ELECTRONICS

Department of Adult, Vocational and Technical Education Funding Agreement Number: OLA070C

Project Director: PAMELA J. BLOCK

Funded Agency: NORTHWEST SUBURBAN CAREER COOPERATIVE

Location of Funded Agency: 1750 SOUTH ROSELLE ROAD
PALATINE, IL 60067

Time Period Covered: 7/1/90 - 6/30/91

Goal(s) of the Project and its Relevancy to Vocational Education:

To develop tech-prep curriculum for Drafting/Computer-Aided-Design and Electronics training program areas

Major Accomplishments of the Project: This section should include information about participants served, numbers served, needs met, avenues of cooperation established, pre- and post-assessment data, recognition or awards received, services provided, other outcomes, and coordination with other projects.

1. Applications were approved for three juniors and eleven seniors in the Drafting/CAD program, and four juniors and five seniors in the Electronics program. A breakdown of this is illustrated in Appendix VII.
2. Approximately 200 district staff and business partners were involved directly in some facet of Tech-Prep development.
3. Industry partnerships were established for the program areas with fourteen (14) northwest suburban companies.

Products Delivered: (Indicate titles, types, quantity, recipients, and date of delivery)

4. Program proposals were developed and implemented for both programs and are included in Appendix II.
5. A marketing plan was developed, and public relations materials were developed and distributed. (Appendices IV and X, respectively)
6. A V.I.P. program was designed around Tech-Prep integration and implemented. (plan and participation list is indicated in Appendix VI)

2.b. Major Accomplishments and Significant Findings of the Project

1. Goal - to develop tech-prep curriculum for two training programs, Drafting/Computer-Aided-Design and Electronics

   Objectives -

   a. Identify members of the task forces for the program areas to plan the curriculum to be implemented in the region initially in the 1991-1992 school year.

      Activities:

      Career Cooperative Administrative Council members identified academic and technical educators to serve on the program task forces. A consultant, F. Barr, also acquired partner companies of related industries to be members on the task forces.

      Accomplishments:

      A list of the task force members for the programs is included in Appendix I.

   b. Conduct needs assessment focus groups of all involved entities to seek input on what type of curriculum should be provided in the two program areas to train future employees and what competencies are needed by students successfully completing each specific program to enter employment.

      Activities:

      Three task force meetings were held for both program areas.

      Accomplishments:

      Task force members identified what type of curriculum should be provided in the two program areas to train future employees and what competencies are needed by students successfully completing the specific programs to enter employment. This information is included in the program proposals - Appendix II and the program sequence charts - Appendix III.

   c. Using current, regional labor market data and future employment projections, identify by September 15, 1990, occupations for which training will be provided in the two tech-prep program areas initially in the region in the 1991-1992 school year.

      Activities:

      Using current, regional labor market data and future employment projections, industry members on the task forces identified occupations for which training will be provided in the two program areas initially in the region in the 1991-1992 school year.

c. (cont'd)

Accomplishments:

The listings of occupations for which training will be provided in the two program areas are included on the program sequence charts in Appendix III.

d. Formulate the competencies needed for employment that will be taught in the two tech-prep program areas initially in the 1991-1992 school year.

Activities:

Industry members on the task forces formulated the competencies needed for employment in the two program areas.

Accomplishments:

Competencies needed for employment that will be taught in the two program areas are included in the program proposals in Appendix II.

e. Develop by October 15, 1990, the course flow chart for each tech-prep program curriculum to be implemented initially in the region in the 1991-1992 school term.

Activities:

Specific program task forces developed course flow charts for the program areas.

Accomplishments:

Course flow charts for the two programs were developed by district and are included in Appendix III.

f. Develop by November 1, 1990, a specific program proposal for each of the tech prep program areas which will be implemented initially in the region in the 1991-1992 school term.

Activities and Accomplishments:

Specific program task forces developed a program proposal for each of the tech-prep program areas which is included in Appendix II.

g. Acquire local business and industry support by November 1, 1990, for sponsorship of paid student internships to be available to students to help them become more familiar with the employment area and its specific occupations during training in each of the tech-prep program areas which will be implemented in the region in the 1991-1992 school term.

g. (cont'd)

Activities:

Industry partners on the task forces have indicated they will provide at least 1-2 internships annually for students.

Accomplishments:

In the fall of 1991, task forces will begin to develop student internship plans.

h. Acquire local and business and industry support by November 1, 1990, to guarantee consideration for employment of students who successfully perform the required competencies from the two tech-prep program areas to be implemented initially in the region in the 1991-1992 school term.

Activities:

Industry partners on the two task forces have indicated they will guarantee consideration for employment of students who successfully perform the required competencies from the two tech-prep program areas.

Accomplishments:

In the spring of 1994, the first students in the two programs will be employed by the industry partners and successfully perform the required competencies of the specific program on the job at those industry sites.

i. Develop by November 1, 1990, a marketing plan to be implemented to inform target audiences (ex. students, parents, teachers, counselors, employers) about the tech-prep program areas to be implemented initially in the 1991-1992 school year.

Activities:

A Tech-Prep marketing committee was convened to provide input for the development of the marketing plan. The composition of the group included two member district community relations coordinators, a member district school board president and community college staff person, a public relations consultant, a marketing consultant, and two business advisory representatives.

Accomplishments:

The marketing consultant developed the marketing plan which is included in Appendix IV.

j. Identify by November 1, 1990, specific student entrance standards for the two tech-prep program areas to be implemented initially in the 1990-1991 school year.

Activities:

Specific entrance standards for the two tech-prep program areas were identified by the respective program task force.

Accomplishments:

Specific entrance standards for the two tech-prep program areas are indicated on the respective program sequence charts included in Appendix III.

k. Determine by November 1, 1990, for each of the tech-prep program areas being implemented initially in the region in the 1991-1992 school term, the advanced placement eligibility criteria for students matriculating to the community college after high school and/or to a baccalaureate institution after completion of the specific program at the community college.

Activities:

Specific task forces discussed advanced placement eligibility criteria; the community college has been charged with accomplishing this activity in the 1991-1992 school year.

Accomplishments:

By June 30, 1992, the community college will identify advanced placement eligibility criteria for students matriculating to the community college after high school and/or to a baccalaureate institution after completion of the specific program at the community college.

l. Determine by November 1, 1990, equipment, facility, staffing and scheduling needs of each of the tech-prep program areas being initially implemented in the region in the 1991-1992 school year.

Activities:

Specific task forces determined equipment, facility, staffing and scheduling needs of each tech-prep program area.

Accomplishments:

Equipment, facility, staffing and scheduling needs of each program area are indicated in the program proposal in Appendix II, and were provided by member districts upon implementation of the programs in the 1991-1992 school year.

m. Obtain by November 15, 1990, approval by the Career Cooperative Board of Control of the two tech-prep proposals to be implemented initially in the region in the 1991-1992 school year.

   Activity and Accomplishment:

   The Career Cooperative Board of Control approved the two Tech-Prep program proposals on November 14, 1990.

n. Acquire by December 15, 1990, member district approval for implementation of the first level of the two tech-prep program areas in the region in the 1991-1992 school term.

   Activity and Accomplishment:

   By December 21, 1990, member districts approved implementation of the first level of the two tech-prep program areas in the region in the 1991-1992 school term.

o. Develop by December 15, 1990, a plan to meet program supervision needs at each site where the two tech-prep program areas will be offered initially in the 1991-1992 school year.

   Activity:

   Member districts identified program supervision needs and individuals (tech-prep coordinators) to assume those responsibilities.

   Accomplishments:

   A list of tech-prep coordinators and their job descriptions is included in Appendix V.

p. Identify by March 1, 1991, staff (academic and vocational teacher, counselor) training needs in the two tech-prep training program areas to be implemented initially in the region in the 1991-1992 school year, and develop a plan for staff knowledge and skills updating.

   Activities:

   Member district Administrative Council representatives identified specific skill training in-service needs of teachers in the two program areas. Fred Barr, Career Cooperative consultant, assessed in-service needs of academic and vocational teachers, as well as those of counselors. Experiences for both groups of staff members were conducted during the spring and summer of 1991.

p. (cont'd)

Accomplishments:

Thirteen (13) District #211 Drafting/CAD instructors upgraded their skills with Cadkey and Data CAD software. A list of those teachers is included in Appendix VIII. Staff members participating in the summer V.I.P. program are included in Appendix VI.

q. Conduct by May 1, 1991, pre-assessment tests for students applying for the two tech-prep programs to be implemented initially in the region in 1991-1992 to determine their skill levels.

Activities:

Specific task forces members determined that if students had completed targeted academic courses in high school, they would have the skills necessary to enter the two programs. In addition, the region will be adopting pre-assessment testing procedures as a requirement of implementing the Perkins grant. Rather than develop duplicate testing measures, the region decided to phase this goal in with the Perkins assessment.

Accomplishments:

Only students who had completed an identified level of academic courses were accepted into one of the two programs to be implemented for the 1991-1992 school year.

r. Collect and approve by May 15, 1991, applications for student entrance into the two tech-prep programs to be offered initially in the region in the fall of 1991.

Activities:

Related program teachers and counselors distributed applications to Tech-Prep students that had been identified as meeting program entrance requirements. The Tech-Prep coordinator for each high school collected the applications.

Accomplishments:

Applications were approved for three juniors and eleven seniors in the Drafting/CAD program, and four juniors and five seniors in the Electronics program. An application form is included in Appendix VII.

s. Develop by June 30, 1991, curriculum objectives, outcomes, course outlines and test assessment items for all courses to be implemented initially in the two program areas in the region in the 1991-1992 school term.

s. (cont'd)

Activities:

Member district curriculum committees refined curriculum objectives, outcomes, course outlines and test assessment items for courses in the two tech-prep programs.

Accomplishments:

Curriculum objectives, outcomes, course outlines and test assessment items for all courses in the two Tech-Prep programs to be implemented are developed and on file in member district assessment coordinators' offices.

t. Develop by June 30, 1991, a training plan for the paid, student internship experiences in each of the two tech-prep areas to be implemented initially in the region in the 1991-1992 school term.

Activities:

Concepts for the internship have been discussed by the specific tech-prep task forces. The management of the region decided to delay specific planning until the 1991-1992 grant year. Experiences obtained from pilot 1991 summer internship programs for other tech-prep programs not covered by the grant could be evaluated and used as a basis in development of a more appropriate student internship plan for the two programs covered by the grant.

u. Develop by June 30, 1991, a plan for evaluation of the student outcomes and placement success in partner industries in the two tech-prep program areas to be implemented initially in the region in the 1991-1992 school year.

Activities:

The region was unable to develop this plan during the grant year. It is anticipated that the plan will be developed in the 1991-1992 fiscal year.

2. Product Abstracts

All product abstracts are included in Appendices I - VII or in Appendix X.

2.c. Evaluation and Impact

1. In evaluating course content, it was determined that the community college curriculum needed some revisions to meet the competency demands of employers of the two tech-prep programs. The community college has committed to a curriculum development project for the 1991-1992 school year to rectify these insufficiencies. In the high schools, some high schools do not have minimum enrollments in some required program courses to offer them. The region will be working with the tech-prep task forces in the 1991-1992 school year to identify alternative courses for students so that they will be able to acquire required competencies.

2. Fourteen (14) specific business partners were defined and acquired for the two programs. They are listed in Appendix I. They will provide:

   - high school enrichment experiences (career days, mentorships)
   - paid internships
   - guaranteed priority consideration for full-time employment upon graduation from the community college
   - access to employee tuition reimbursement for the remainder of a related bachelor's degree program

3. The following marketing materials were developed and distributed in conjunction with informational meetings about tech-prep to students, parents, staff, and business people:

   - Newsletters - 5000 copies distributed quarterly
   - Tech-Prep brochure and companion poster - 6500 brochures and 200 posters distributed
   - Student mailer - 30,000 mailed with 400 parents responding with requests for additional information for all tech-prep programs, including those not covered by the grant

   Copies are included in Appendix X.

4. Forty (40) vocational-technical and academic teachers and counselors from member districts participated in the 1991 summer V.I.P. program. They are listed in Appendix VI. In addition, thirteen (13) teachers from District #211 acquired training in Cadkey and Data CAD Drafting/CAD software. A listing of those teachers is included in Appendix VIII.

5. Applications were approved for three juniors and eleven seniors in the Drafting/CAD, and four juniors and five seniors in the Electronics program. A breakdown of this is illustrated in Appendix VII.

2.d. Resource Listing

1. Material Resources:

   a. District #220 - Pagemaker Software

2. Paid Participants

   Member district vocational-technical teachers participating on specific tech-prep task forces are listed in Appendix I.

   Teacher and counselor advocates are listed in Appendix VIII.

   Alexandra Youkhannek, senior, Buffalo Grove High School, 1100 West Dundee Road, Buffalo Grove, IL 60090 - narrator - Tech-Prep video

   Fred Barr, Business/Industry Consultant, 1162 Tern Drive, Palatine, IL 60067

   Sheryl Jedlinski, Community Relations Consultant, 610 West Kimball Avenue, Palatine, IL 60067

   Task Trainers, Inc., P. O. Box 586, Freeport, IL 61032 - program development

   District #211 Drafting teachers are listed in Appendix VIII

   Academic teachers participating in the summer V.I.P. program are listed in Appendix VIII.

   The MarCom Group, Ltd., 1015 Sandlewood Court, Lake Zurich, IL 60047 - marketing plan, development of video

   b. Unpaid Participants - lists are included in Appendix IX

      General Advisory Committee Members - industry input and support
      Board of Control Members - approval
      District and School Administrative Teams - participants in informational sessions

      Tech-prep coordinators who are listed in Appendix V

e. Problems

The timeline defined in the project was very vigorous and took large amounts of management time to implement. It took a lengthy amount of time for member districts to become comfortable with the concept. Many member district staff persons, parents and students are not familiar with tech-prep to date. Parents and students question the authenticity of this type of degree in comparison to the baccalaureate degree. Efforts and priorities have been defined in the 1991-1992 grant to address these deficiencies.

g. Publicity

Newspaper articles are included in Appendix X

708/359-3300
708/359-3597 Fax

CAREER COOPERATIVE

1750 SOUTH ROSELLE ROAD - PALATINE, IL 60067

Revised 01/29/91

DRAFTING/CAD
TECH-PREP DEGREE PROGRAM
TASK FORCE

EDUCATION

District 211

Gerald Peterson - James B. Conant High School
Instr. Applied Technology
700 East Cougar Trail
Hoffman Estates, IL 60194
708/885-4366

Wm. McCauley
Dept. Chrm. Mathematics

Bill Myers - Hoffman Estates High School
Instr. Applied Technology
1100 West Higgins Road
Hoffman Estates, IL 60195
708/882-8000

Robert Rozycki - Administration Center-District #211
Asst. Supt./Curriculum
1750 South Roselle Road
Palatine, IL 60067
708/359-3300

Stanton Knodle - William Fremd High School
Dept. Chrm. Science
1000 South Quentin Rod
Palatine, IL 60067
708/358-6222

Helen Schersten
Dept. Chrm. English

District 214

Roger Fieser - Buffalo Grove High School
Instructor Technology
1100 West Dundee Road
Buffalo Grove, IL 60090
708/541-5400

Bob Stoltz - John Hersey High School
Instructor Technology
1900 East Thomas Street
Arlington Heights, IL 60004
708/259-8500

BUSINESS

Michael Henson - CAI
Division of Recon/Optical, Inc.
550 West Northwest Highway
Barrington, IL 60010-3094
708/381-2400

Ms. Hughette I. Crumpler
Dir. Human Resources Dept.

Roy D. Fonda, P.E. - Illinois Department of Transportation
Dist. Admin. Mgr.
201 West Center Court
Schaumburg, IL 60196-1096
708/705-4024

Rosemarie Greczek 708/705-4058
Training & Employment Representative
Bureau of Admin. Services

Dean Filandrinos - Donohue
Regional Human Resources Manager
Suite 200 East
1501 Woodfield Road
Schaumburg, IL 60173
708/605-8800

James Post

Scott A. Wirig - Barnes & Reinecke, Inc.
Allen Orzech
2201 Estes Avenue
Elk Grove Village, IL 60007-5426
708/640-7200

Daniel N. Hellriegel - Kayhan International, Limited
1014 East Algonquin Road
Schaumburg, IL 60004
708/843-5060

Michael Schaefges - Lectro Graphics Inc.
851 Seton Court
Wheeling, IL 60090
708/537-3592

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TECH-PREP DEGREE PROGRAM
TASK FORCE

DRAFTING/CAD
(cont'd)

EDUCATION

District 214 (cont'd)

Roger Willer Instructor Technology	- Rolling Meadows High School 2901 Central Road Rolling Meadows, IL 60008 708/259-9640
Susan Illingworth Div. Head Math/Science Dept.	
John Hilary Director of Curriculum	- Forest View Educational Center 2121 South Goebbert Road Arlington Heights, IL 60004 708/437-4600
Robert Richard Div. Head- English and Fine Arts	- Wheeling High School 900 South Elmhurst Road Wheeling, IL 60090 708/537-6500

District 220

Phil Knudsen Instructor Drafting/CAD	- Barrington High School 616 West Main Street Barrington, IL 60010 708/381-1400
Richard VanLeirsburg Dept. Chrm. Guidance Dept.	
Dale Griffith Dept. Chrm. English	
Bill Bajorat Dept. Chrm. Mathematics	

BUSINESS

Timothy Frost Division Architect	- Pulte Suite 770 2500 West Higgins Road Hoffman Estates, IL 60195 708/843-0500
Neville Alperstein Vice President Construction	
Mike Welsh Division Architect	

TECH-PREP DEGREE PROGRAM
TASK FORCE

DRAFTING/CAD
(cont'd)

EDUCATION		BUSINESS
District 220 (cont'd)		
Emil Rode Dept. Chrm. Science	- Barrington High School 616 West Main Street Barrington, IL 60010 708/381-1400	
District 512		
Orville Northstrum Manager CAD/CAM	- Wm. Rainey Harper Community College 1200 West Algonquin Road Palatine, IL 60067	
Robert Campbell Assoc. Professor Mechanical Engineering Technology	708/397-3000	
GAC LIAISON		
Neal Warner Area Employment Manager	- Digital Equipment Corp. 100 Northwest Point Road Elk Grove Village, IL 60007 708/806-0200	

708/359-3300
708/359-3597 Fax

CAREER COOPERATIVE

1750 SOUTH ROSELLE ROAD - PALATINE, IL 60067

Revised 02/01/91

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ELECTRONICS
TECH-PREP DEGREE PROGRAM
TASK FORCE

EDUCATION

District 211

Clark Workman Instr.-Applied Technology Wm. McCauley Dept. Chrm. Mathematics	- James B. Conant High School 700 East Cougar Trail Hoffman Estates, IL 60194 708/885-4366
Charles Chamberlain Dept. Chrm.-Applied Tech. Stanton Knodle Dept. Chrm. Science Helen Schersten Dept. Chrm. English	- Wm. Fremd High School 1000 South Quentin Road Palatine, IL 60067 708/358-6222
James Sindelar College and Career Counselor	- Palatine High School 1111 North Rohlwing Road Palatine, IL 60067
Robert Rozycki Asst. Supt./Curriculum	- Administration Center - District 211 1750 South Roselle Road Palatine, IL 60067 708/359-3300

District 214

Art Weidner Instructor Technology	- Rolling Meadows High School 2901 Central Road Rolling Meadows, IL 60008 708/259-9640

BUSINESS

Ronald W. Polkow VP Operations	- EDM 1047 East State Parkway Schaumburg, IL 60173-4519 708/884-6900
Hank Schneider Technical Manager Cy Gaul	- Sears Service Center 727 East Algonquin Schaumburg, IL 60173 708/397-5527
Deborah B. Moore Personnel Rep. Bob Chandler	- Hewlett Packard 5201 Tollview Drive Rolling Meadows, IL 60008 708/255-9800
Paul May Production Manager Jim Combs Mgr. Cellular Drop Ship	- Motorola, Inc. Room N196 1501 Shure Drive Arlington Heights, IL 60004 708/632-5000
Patricia L. Morris Personnel Administrator Paul Lambert Manager-Final Test Operations	- Siemens Gammasonics, Inc. 2501 North Barrington Road Hoffman Estates, IL 60195-7372 708/304-7700
Ed Bellinder Area Service Manager Larry Azus Group Leader Senior Engineer	- Fluke 1150 West Euclid Avenue Palatine, IL 60067 708/705-0500

TECH-PREP DEGREE PROGRAM
TASK FORCE

ELECTRONICS
(cont'd)

EDUCATION

District 214 (cont'd)

Susan Illingworth
Div. Head
Math/Science Dept.
- Rolling Meadows High School
2901 Central Road
Rolling Meadows, IL 60008
708/259-9640

Ted Strand
Asst. to Dir. of Community Education
- Forest View Educational Center
2121 South Goebbert Road
Arlington Heights, IL 60004
708/437-4600

John Hilary
Director of Curriculum

Robert Richard
Div. Head-English and Fine Arts
- Wheeling High School
900 South Elmhurst Road
Wheeling, IL 60090
708/537-6500

District 220

Dave Keating
Instructor Electronics
- Barrington High School
616 West Main Street
Barrington, IL 60010
708/381-1400

Dale Griffith
Dept. Chrm. English

Bill Bajorat
Dept. Chrm. Mathematics

Emil Rode
Dept. Chrm. Science

BUSINESS

Rodney Vojcik
Manager-Automation Products
- Steiner Electric
1250 Touhy Avenue
Elk Grove Village, IL 60007
708/228-0400

TECH-PREP DEGREE PROGRAM
TASK FORCE

ELECTRONICS
(cont'd)

EDUCATION		BUSINESS
District 512		
Dr. Roger Mussell Professor Electronics	- Wm. Rainey Harper Community College 1200 West Algonquin Road Palatine, IL 60067 708/397-3000	
GAC LIAISON		
Bill Badgett Director- Executive Compensation Planning	- Motorola Inc. 1303 East Algonquin Road Schaumburg, IL 60196 708/576-5239	

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November 1, 1990

I. PROGRAM TITLE: Drafting/CAD

II. PROGRAM BRIEF:

A. General Program Description

This Tech-Prep program is designed to prepare students for present and future entry-level employment needs of the northwest suburban corporate community. The focus of this program is for occupations in the field of Drafting. These occupations require above average communication and interpersonal skills, along with drafting and computer applications skills.

Students from the member high schools of the Career Cooperative will begin the program sequence in the 11th grade. Options will provide the potential for students to be admitted to the program after the beginning of the 11th grade.

In high school, in addition to taking courses to meet high school graduation requirements and minimum admission requirements for Harper College, the students will enroll in required and recommended electives for the Drafting/CAD program. During the summer between their high school graduation and entrance into Harper College, depending upon availability, students will have the opportunity to participate in an orientation internship in their intended career area in a partnership company. The business/education task force will determine criteria for student entrance into the internship.

At Harper College, students will be involved in a degree credit program and will be taking courses for specific preparation for an occupation in the program as well as required courses for graduation. In the summer between their first and second year at Harper College, students will have the opportunity to complete another internship in their career area.

After successful completion of their degree program at Harper College, students will be guaranteed consideration for placement in an position at a partnership company. Successful program participants will be encouraged to continue their education to complete at least a four-year degree, utilizing tuition reimbursement policy, if available, in the firm where they are employed.

III. JUSTIFICATION OF NEED

A. Employment Situation

The drafting field is currently in the midst of a technological transition that will require greater specific job skills and interpersonal relations skills for the worker of the future. A task force of business persons affirmed the need for this level of employee. Task force representatives from four major companies in the northwest suburban area have specifically identified the labor market need for this Tech-Prep program. The following people represented their companies by participating in this determination process:

Mr. Michael Henson	- Recon/Optical, Inc.
Ms. Linda Peterson	- IL. Dept. of Transportation
Mr. Roy Fonda	- IL. Dept. of Transportation
Mr. Robert Fagan	- IL. Dept. of Transportation
Mr. James Post	- Donohue
Mr. Tim Frost	- Pulte
Mr. Mike Welsh	- Pulte

These companies have indicated that they believe they can place students in positions in future years. They have also indicated that the opportunities for internship activities are available now and will be available in the future.

B. Student Interest

Student interest information is on file in the Career Cooperative administrative office.

C. Staff Priorities

Vocational and academic teachers from member districts have expressed support for this program and have been involved in joint planning with business representatives.

The following vocational staff members participated in this process:

Mr. Gerald Peterson	- District 211
Mr. Bill Meyers	- District 211
Mr. Bob Stoltz	- District 214
Mr. Roger Willer	- District 214
Mr. Phil Knudsen	- District 220
Mr. Orville Northstrum	- Harper College

Mr. Richard VanLeirsburg of District 220 participated as a representative of the counselors.

Mr. Neal Warner of Digital Equipment Corp. participated as the General Advisory Committee liaison.

The following academic staff members participated in this process:

Mr. John Hillary - Dist. 214
Mr. Bob Rozycki - Dist. 211
Mr. W. McCauley - Conant High School
Ms. Sue Illingworth - Rolling Meadows High School
Mr. Emil Rode - Barrington High School
Ms. Helen Schersten - Fremd High School
Mr. Stan Canodle - Fremd High School

IV. JOB DESCRIPTION

A. Locally Verified Occupational Task Lists

Local business representatives reviewed existing verified occupational task lists and identified occupations for which a Tech-Prep program is appropriate. These task lists are up to date and contain the technical skills necessary for employment. The task lists are on file in the Career Cooperative office.

B. Summary of Validation Activity

A summary of the initial verification activity and the business representatives who participated is on file in the Career Cooperative office.

V. PROGRAM DESCRIPTION

A. Occupational Competencies

In addition to the technical skill competencies contained in the occupational task lists, task force representatives also identified attitudes and academic skills necessary for success in this field. It should be noted that this is a composite picture and that specific occupations may require a skill which another does not. The following descriptions are the result of that work.

Apply the following math skills:
- Algebra
- Geometry
- Trigonometry

Apply skills in the science areas of:
  - Applied Physics
  - Chemistry

Use the following Language Arts/Communication Skills:
  - Read and interpret technical materials
  - Write technical reports
  - Active listening
  - Verbal communications

Apply the following Reasoning/Problem Solving Skills:
  - Solve practical problems

Display the following Attitudes:
  - Work as a member of a team
  - Good interpersonal relation skills
  - Cultural sensitivity

B. Flow Chart

11th and 12th Grades: Meet all High school graduation requirements with the following suggested academic emphasis:

211 Required academic courses:

Math:
    A.A.S. Degree: M114/M117, M214/M217
    Baccalaureate Degree: M314 or M317, M414
English:
    Average or above average placement in English with stronger skills in reading and language mechanics.
Sciences:
    A.A.S. Degree: Biology S137 or S138, Chemistry S332 or S338

211 Recommended academic courses:

Sciences:
    Principles of Technology
    Physics S442

214 Required academic courses:

Math:
    A.A.S. Degree: Algebra 70 and 71
    Baccalaureate Degree: Geometry 72/73, Advanced Algebra 74/75, Trigonometry 77
English:
    Placement in general or honors sequence.
Sciences:
    A.A.S. Degree: Biology and a Physical Science - Chemistry

214 Recommended academic courses:

Sciences:
    Physics

220 Required academic courses:

Math:
    6143 Algebra IB
    6243 Geometry
    6413 Trigonometry
English:
    English 2141, 2143, 2146, 2231, 2233, 2341, 2342, 2343
    Speech 2234
Sciences:
    Physical Science/Life Science

220 Recommended academic courses:

Sciences:
    Chemistry 8343
    Physics 8443

Career Cooperative Required courses:

Keyboarding/Word Processing OR Introduction to Computers
Drafting I
Drafting II
Technical Drafting
Architectural Drafting

Career Cooperative Recommended courses:

WHERE AVAILABLE:
  Technology Orientation Course OR
  Communications Technology
  Manufacturing/Production Technology
  Energy/Construction Technology
Engineering Graphics
Technical Illustration
Technical Drafting II
Vocational Drafting

Harper College Certificate Programs in one of the following: CAD Technician or Mechanical Drafting.

Meet all of the requirements for the program.

Harper College Associate of Applied Science Degree Program in one of the following: Architectural Technology, Mechanical Engineering Technology, or Mechanical Engineering Option.

Meet all of the requirements for the program.

The Career Cooperative is pursuing articulation agreements with baccalaureate programs.

C. Development Goals

The developmental goals outlined in this section were taken from information outlined by the Drafting/CAD task force and from the Career Cooperative Drafting/CAD Program Development Plan. This document is updated on an annual basis. The task force requested that the plan be reviewed so that information could be included here that is consistent with the needs of a Tech-Prep component in Drafting/CAD.

1. 1990-1991 The following developmental goals are in addition to those already found in the Drafting/CAD program development plan.

    a. Develop initial internships for academic and vocational instructors. The staff who participated in the planning process identified this as an activity that they felt many would welcome.

    b. Develop a plan to assess student competencies in the basic skill occupational competencies identified by the Drafting/CAD Task Force.

    c. Develop a plan to integrate these basic skills into the Drafting/CAD program.

    d. Define student entrance requirements for the internship.

2. 1991-1992 The following developmental goals are in addition to those already found in the Drafting/CAD program development plan.

    a. Work with the task force to formalize a process to define, identify, create, and deliver appropriate and ongoing Drafting/CAD in-service experiences for vocational and academic teachers through VIP, internships, and instructor practiums.

b. Develop a plan with the task force which will outline how student internships and instructor industry based experiences will be defined to support classroom curriculum and the overall goals of the program.

3. 1992-1993 The following developmental goals are in addition to those already found in the Drafting/CAD program development plan.

    a. Implement a plan for advisory committee review of curriculum content and industry based experiences to identify where new technology and worker skills need to be reflected in the program.

    b. Conduct inservice activities to assist instructional staff in developing methods and standards for adopting, adapting, revising and/or developing curriculum materials that reflect current technologies and business practices.

VI. EQUIPMENT

Member district schools are continually upgrading Drafting/CAD labs with state-of-the-art technology. Skill development will also be available through on-site training at internship sites.

The equipment priorities for the Drafting/CAD program have been outlined in the Career Cooperative Program Improvement Plan. It is available for review in the Career Cooperative office.

VII. FACILITIES

Existing facilities in the education and business sector meet current program needs.

VIII. SCHEDULING AND TRANSPORTATION

All high school components offered during the school term will be available in the students' home schools. A school coordinator will coordinate extra student enrichment experiences, monitor student progress and coordinate internship experiences.

IX. STAFFING RECOMMENDATIONS

Regular certified staff members in member district schools are qualified to teach the courses. Teachers will need to keep updated in technology components and can do internships in programs such as the V.I.P. program to gain that knowledge.

X. SUPPORT SERVICES

A coordinator will be hired in each school to coordinate extra student enrichment experiences, monitor student progress and coordinate internship experiences. Students in the program will need to have released time to attend field trips included as part of the program.

XI. QUALIFYING COURSES

See attached. ADD THE COURSE DESCRIPTIONS FROM THE DRAFTING/CAD PROGRAM HERE.

November 1, 1990

I. PROGRAM TITLE: Electronics

II. PROGRAM BRIEF:

A. General Program Description

This Tech-Prep program is designed to prepare students for future entry-level functional employment needs of the northwest suburban corporate community.

Students from the member high schools of the Career Cooperative will begin the program sequence in the 11th grade. Options will provide the potential for students to be admitted to the program after the beginning of the 11th grade.

In high school, in addition to taking courses to meet high school graduation requirements and minimum admission requirements for Harper College, the students will enroll in required and recommended electives for the Electronics program. During the summer between their high school graduation and entrance into Harper College, depending upon availability, students will have the opportunity to participate in an orientation internship in their intended career area in a partnership company. The business/education task force will determine criteria for student entrance into the internship.

At Harper College, students will be involved in a degree credit program and will be taking courses for specific preparation for an occupation in the program as well as required courses for graduation. In the summer between their first and second year at Harper College, students will have the opportunity to complete another internship in their career area.

After successful completion of their degree program at Harper College, students will be guaranteed consideration for placement in an position at a partnership company. Successful program participants will be encouraged to continue their education to complete at least a four-year degree, utilizing tuition reimbursement policy, if available, in the firm where they are employed.

III. JUSTIFICATION OF NEED

A. Employment Situation

Current electronic operations throughout industry are in the midst of a technological transition that will require a greater mix of specific job skills, human relations, and team work skills for the functional worker in the future. Focus groups of business persons affirmed the need for this level of employee. A team of representatives from four major companies in the northwest suburban area have specifically identified the labor market need for this employee track. Companies participating in this determination were:

Deborah Moore - Hewlett Packard

Bob Chandler - Hewlett Packard

Jim Coombs - Motorola

Patricia Morris - Siemens Gammasonics, Inc.

Paul Lambert - Siemens Gammasonics, Inc.

Ed Bellinder - Fluke

These companies have indicated that they believe they can place students in positions in future years.

B. Student Interest

Student interest information is on file in the Career Cooperative administrative office.

C. Staff Priorities

Applied technology teachers from the Electronics Program and academic teachers from member districts have expressed support for this program and have been involved in joint planning with business representatives.

The following Applied Technology staff members have participated in this process:

Mr. Clark Workman - Conant High School
Mr. Chuck Chamberlain - Fremd High School
Mr. Art Weidner - Rolling Meadows High School
Mr. Ted Strand - Dist. 214
Mr. Dave Keating - Barrington High School
Dr. Roger Mussel - Harper College

Mr. James Sindelar of Palatine High School participated as a representative of the counselors.

The following academic staff members participated in this process:

Mr. John Hillary - Dist. 214
Mr. Bob Rozycki - Dist. 211
Mr. W. McCauley - Conant High School
Ms. Sue Illingworth - Rolling Meadows High School
Mr. Emil Rode - Barrington High School
Ms. Helen Schersten - Fremd High School
Mr. Stan Canodle - Fremd High School

IV. JOB DESCRIPTION

A. Locally Verified Occupational Task Lists

Local business representatives reviewed existing verified occupational task lists and identified occupations for which a technical preparation program is appropriate. These task lists are up to date and contain the skills necessary for employment. The task lists are on file in the Career Cooperative office.

B. Summary of Validation Activity

A summary of the initial verification activity and the business representatives who participated is on file in the Career Cooperative office.

V. PROGRAM DESCRIPTION

A. Occupational Competencies

In addition to the technical skill competencies contained in the occupational task lists, industry representatives also identified attitudes and academic skills necessary for success in this field. The following descriptions are the result of that work.

Apply the following math skills:

Basic arithmetic and shop math
Algebra
Geometry
Trigonometry
Basic statistics

Apply the following basic science skills:

Basic or applied physics

Use the following Language Arts/Communications Skills:

Read technical materials to extract essential theme or idea.
Compose themes, reports, and essays following the rules of grammar, spelling, neatness, and format.
Document problems
Communicate verbally
Active listening skills

Demonstrate the following attitudes:

Cultural sensitivity
Good interpersonal relations skills
Work as a member of a team

Apply the following Reasoning/Problem Solving skills:

Interpret a variety of instructions in written, diagrammatic or scheduled form.
Applied problem solving skills

B. Flow Chart

11th & 12th Grades: Meet all high school graduation requirements with the following suggested academic emphasis:

211 Required academic courses:

Math:
    A.A.S. Degree: M114/M117, M214/M217
    Baccalaureate Degree: M314 or M317, M414
English:
    Average or above average placement in English with stronger skills in reading and language mechanics.
Science:
    A.A.S. Degree: Biology S137 or S138
    Baccalaureate Degree: Chemistry 332 or S338

211 Recommended academic courses:
    Physics S432 or Principles of Technology S313

214 Required academic courses:

Math:
    A.A.S. Degree: Algebra 70 and 71
    Baccalaureate Degree: Geometry 72/73, Adv Algebra 74/75, Trigonometry 77
English:
    Placement in general or honors sequence.
Science:
    A.A.S. Degree: Biology and a Physical Science - Physics or Principles of Technology

214 Recommended academic courses:
    Probability Statistics 78

220 Required academic courses:

Math:
    6143 Algebra IB
    6243 Geometry B
    6413 Trigonometry
    6433 Probability Statistics

English:
    English 2141, 2143, 2146, 2231, 2233, 2234, 2341, 2342, 2343,
Science:
    A.A.S. Degree: Biology and a Physical Science
    Baccalaureate Degree: Life Science, 4 years of Physical Science (recommend Physics 8443)

Career Cooperative Required elective courses:

    Keyboarding/Word Processing
    Electronics I
    Electronics II

Career Cooperative Recommended elective courses:

    WHERE AVAILABLE:
      Technology Orientation Course OR
      Communications Technology
      Manufacturing/Production Technology
      Energy/Construction Technology
    Computer Applications
    Principles of Technology
    Electronics III
    Electronics IV

Harper College:

Harper College Certificate Programs in one of the following: Automation Skills, Digital Electronics and Microprocessor Technology, or Electronics.

Meet all the requirements of the program.

Harper College Associate of Arts Degree Programs in one of the following: Electronic Technology or Digital Electronics and Microprocessor Technology.

Meet all of the requirements of the program.

The Career Cooperative is pursuing articulation agreements with baccalaureate programs.

C. Development Goals

The developmental goals outlined in this section were taken from information outlined by the electronics task force and from the Career Cooperative Electronics Program Development Plan. This document is updated on an annual basis. The task force requested that the plan be reviewed so that information could be included here that is consistent with needs of a Tech-Prep component in manufacturing and fabrication.

1. 1990-1991 The following developmental goals are in addition to those already found in the Electronics program development plan.

   a. Develop some initial industy-based electronic internships for academic instructors, as well as, applied technology instructors. The academic staff who participated in the planning process identified this as an activity that they felt many academic staff would welcome.

   b. Develop a plan to assess student competencies in the basic skill occupational competencies identified by the Electronics Task Force.

   c. Provide academic and applied technology instructors the opportunity to work together to define ways to infuse elements of the basic skills defined in b. above into the Electronics curriculum.

    d. Define student entrance requirements for the internship.

2. 1991-1992 The following developmental goals are in addition to those already found in the Electronics program development plan.

    a. Work with the task force to formalize a process to define, identify, create, and deliver appropriate and ongoing electronics in-service experiences for applied technology and academic teachers through: VIP, internships, and instructor practicums.

    b. Develop a formal instructor program of work with an advisory committee from the participating industries with specific goals, objectives, and timelines for an annual program of work. This document will outline how student internships and/or industry-based experiences will be defined to support classroom curriculum and the overall goals of the program.

3. 1992-1993 The following developmental goals are in addition to those already found in the Electronics program development plan.

    a. Implement a plan for advisory committee review of curriculum content and industry-based experiences to identify where new technology and worker skills need to be reflected in the program.

    b. Conduct inservice activities to assist instructional staff in developing methods and standards for adopting, adapting, revising and/or developing curriculum materials that reflect current technology and business practice.

VI. EQUIPMENT

Member district schools are continually upgrading electronics labs with state-of-the-art technology. Skill development will also be available through on-site training internship sites.

The equipment priorities for the Electronics Program have been outlined in the Career Cooperative Program Improvement Plan. It is available for review in the Career Cooperative office.

VII. FACILITIES

Existing facilities in the education and business sector meet current program needs.

VIII. SCHEDULING AND TRANSPORTATION

All high school components offered during the school term will be available in the students' home schools. A school coordinator will coordinate extra student enrichment experiences, monitor student progress and coordinate internship experiences.

IX. STAFFING RECOMMENDATIONS

Regular certified staff members in member district schools are qualified to teach the courses. Teachers will need to keep updated in business technology components and can do internships in programs such as the V.I.P. program to gain that knowledge.

X. SUPPORT SERVICES

A coordinator will be hired in each school to coordinate extra student enrichment experiences, monitor student progress and coordinate internship experiences. Students in the program will need to have released time to attend field trips included as part of the program.

XI. QUALIFYING COURSES

See attached. ADD THE COURSE DESCRIPTIONS FROM THE ELECTRONICS PROGRAM HERE.

APPENDIX III

Drafting/Computer-Aided Design Program Sequence

A Tech-Prep Degree Program for Township High School District 211

High School Program

Minimum college admission requirements

This program emphasizes:

English courses from average or above average placement which emphasize development of reading and language skills

Math

- A.A.S. Degree Preparation

  M114 or M117 — Algebra I
  M214 or M217 — Geometry

- Baccalaureate Degree Preparation

  M314 or M317 — Algebra II
  M414 — Trigonometry, Probability and Statistics

Required Program Electives

B162 — Intro to Keyboarding or B164 — Intro to Keyboarding/Word Processing
T114 — CAD Drafting I
T215 —Technical CAD Drafting or T216 — Architectural Drafting

Recommended Program Electives

T315 or T384 — CAD Drafting Independent Study
T313/S313 — Principles of Technology

Internships

Will be provided in the summers immediately after high school graduation and after the first year of Harper College.

Harper College Programs

Certificate Programs in:

CAD Technician
Mechanical Drafting

Associate of Applied Science Programs in:

Architectural Technology
Mechanical Engineering Technology
Mechanical Engineering Option

Job Placement

Available upon completion of program, or of baccalaureate degree, through Harper College Job Placement Center and partnership companies.

Student Entrance Requirements

A. For students to access the total program, which includes high school enrichment experiences and priority consideration for internships, they must, prior to their junior year:

1. have a "C" average in all high school course work
2. develop a plan to complete the course requirements for the Tech-Prep Program in high school
3. have a sincere interest in completing the program shown by:
   a. maintaining excellent attendance
   b. demonstrating a positive attitude toward school, work and personal relationships
   c. progressing toward completing course requirements for the program

B. During the second semester of their senior year, to be admitted to an internship for the next summer, students must have:

1. maintained a "C" average in all course work in high school
2. completed high school course requirements for the Tech-Prep Program
3. maintained an excellent attendance record in high school
4. demonstrated a positive attitude toward school, work and personal relationships
5. been admitted to the specific Tech-Prep Program at Harper College

Drafting/Computer-Aided Design
Career Opportunities / Job Titles

Entry-level after high school graduation

- Drafter
- CAD/CAM Operator

Entry-level after Harper College Certificate Training

- CAD Technician
- Mechanical Drafter
- Electrical Drafter
- Plumbing Drafter
- Piping Drafter

Entry-level after Harper College A.A.S. Degree

- Technical Illustrator
- Electronic Drafter
- Printed Circuit Board Designer
- Structural Drafter
- Architectural Drafter
- Facilities Drafter
- Presentation/Automation Drafter
- Transportation/Highway Drafter
- Civil Designer/Drafter
- Landscape Drafter

Entry-level after baccalaureate degree

- Engineer
- Architect
- Designer

Tech-Prep Degree task force members have indicated they will hire trained students in the above occupations.

Drafting/Computer-Aided Design Program Sequence

A Tech-Prep Degree Program for Township High School District 214

High School Program

Minimum college admission requirements

This program emphasizes:

English courses from average or above average placement which emphasize development of reading and language skills

Math

- A.A.S. Degree Preparation

461, 462 and 463 — Algebra or
470 and 471 — Algebra
464 and 465 — Geometry

- Baccalaureate Degree Preparation

474 and 475 — Advanced Algebra
477 — Trigonometry

Required Program Electives

551 — Keyboarding or
900 — Introduction to Computers
610 — Technical Drawing
611 — Engineering Drawing or
612 — Architectural Drawing

Recommended Program Electives

604 — Communication Technology
613 — Technical Illustration
614 — Advanced Technical Drawing
523/630 — Principles of Technology
696 — Extended Campus — Manufacturing

Internships

Will be provided in the summers immediately after high school graduation and after the first year of Harper College.

Harper College Programs

Certificate Programs in:

CAD Technician
Mechanical Drafting

Associate of Applied Science Programs in:

Architectural Technology
Mechanical Engineering Technology
Mechanical Engineering Option

Job Placement

Available upon completion of program, or of baccalaureate degree, through Harper College Job Placement Center and partnership companies.

Student Entrance Requirements

A. For students to access the total program, which includes high school enrichment experiences and priority consideration for internships, they must, prior to their junior year:

1. have a "C" average in all high school course work
2. develop a plan to complete the course requirements for the Tech-Prep Program in high school
3. have a sincere interest in completing the program shown by:
   a. maintaining excellent attendance
   b. demonstrating a positive attitude toward school, work and personal relationships
   c. progressing toward completing course requirements for the program

B. During the second semester of their senior year, to be admitted to an internship for the next summer, students must have:

1. maintained a "C" average in all course work in high school
2. completed high school course requirements for the Tech-Prep Program
3. maintained an excellent attendance record in high school
4. demonstrated a positive attitude toward school, work and personal relationships
5. been admitted to the specific Tech-Prep Program at Harper College

Drafting/Computer-Aided Design
Career Opportunities / Job Titles

Entry-level after high school graduation

- Drafter
- CAD/CAM Operator

Entry-level after Harper College Certificate Training

- CAD Technician
- Mechanical Drafter
- Electrical Drafter
- Plumbing Drafter
- Piping Drafter

Entry-level after Harper College A.A.S. Degree

- Technical Illustrator
- Electronic Drafter
- Printed Circuit Board Designer
- Structural Drafter
- Architectural Drafter
- Facilities Drafter
- Presentation/Automation Drafter
- Transportation/Highway Drafter
- Civil Designer/Drafter
- Landscape Drafter

Entry-level after baccalaureate degree

- Engineer
- Architect
- Designer

Tech-Prep Degree task force members have indicated they will hire trained students in the above occupations.

Drafting/Computer-Aided Design Program Sequence

A Tech-Prep Degree Program for Barrington Community Unit School District 220

High School Program

Minimum college admission requirements

This program emphasizes:

English courses from average or above average placement which emphasize development of reading and language skills

Math

- A.A.S. Degree Preparation

  6143 or above — Algebra I
  6243 or above — Geometry

- Baccalaureate Degree Preparation

  6343 or above — Algebra II
  6413 — Trigonometry

Required Program Electives

3024 — Keyboarding/Word Processing or
3023 — Keyboarding/Computer Applications
4233 — Drafting I and II
4243 — Architectural Drafting

Recommended Program Electives

4233 — Drafting III and IV

Internships

Will be provided in the summers immediately after high school graduation and after the first year of Harper College.

Harper College Programs

Certificate Programs in:

CAD Technician
Mechanical Drafting

Associate of Applied Science Programs in:

Architectural Technology
Mechanical Engineering Technology
Mechanical Engineering Option

Job Placement

Available upon completion of program, or of baccalaureate degree, through Harper College Job Placement Center and partnership companies.

Student Entrance Requirements

A. For students to access the total program, which includes high school enrichment experiences and priority consideration for internships, they must, prior to their junior year:

1. have a "C" average in all high school course work
2. develop a plan to complete the course requirements for the Tech-Prep Program in high school
3. have a sincere interest in completing the program shown by:
   a. maintaining excellent attendance
   b. demonstrating a positive attitude toward school, work and personal relationships
   c. progressing toward completing course requirements for the program

B. During the second semester of their senior year, to be admitted to an internship for the next summer, students must have:

1. maintained a "C" average in all course work in high school
2. completed high school course requirements for the Tech-Prep Program
3. maintained an excellent attendance record in high school
4. demonstrated a positive attitude toward school, work and personal relationships
5. been admitted to the specific Tech-Prep Program at Harper College

Drafting/Computer-Aided Design
Career Opportunities / Job Titles

Entry-level after high school graduation

Drafter
CAD/CAM Operator

Entry-level after Harper College Certificate Training

CAD Technician
Mechanical Drafter
Electrical Drafter
Plumbing Drafter
Piping Drafter

Entry-level after Harper College A.A.S. Degree

Technical Illustrator
Electronic Drafter
Printed Circuit Board Designer
Structural Drafter
Architectural Drafter
Facilities Drafter
Presentation/Automation Drafter
Transportation/Highway Drafter
Civil Designer/Drafter
Landscape Drafter

Entry-level after baccalaureate degree

Engineer
Architect
Designer

Tech-Prep Degree task force members have indicated they will hire trained students in the above occupations.

Electronics Program Sequence

A Tech-Prep Degree Program for Township High School District 211

High School Program

Minimum college admission requirements

This program emphasizes:

English courses from average or above average placement which emphasize development of reading and language skills

Math

- A.A.S. Degree Preparation

  M114 or M117 — Algebra I
  M214 or M217 — Geometry

- Baccalaureate Degree Preparation

  M314 or M317 — Algebra II
  M414 — Trigonometry

Required Program Electives

B162 — Intro to Keyboarding or B164 — Intro to Keyboarding/Word Processing
T174 — Electronics Technology I
T276 — Electronics Technology II

Recommended Program Electives

T275 — Computer Electronics
T477 — Electronics Independent Study
T313/S313 — Principles of Technology
B232 — Business Computer Applications
S432 — Physics

Internships

Will be provided in the summers immediately after high school graduation and after the first year of Harper College.

Harper College Programs

Certificate Programs in:

Automation Skills
Digital Electronics
Microprocessor Technology
Electronics

Associate of Applied Science Programs in:

Electronic Technology
Digital Electronics
Microprocessor Technology

Job Placement

Available upon completion of program, or of baccalaureate degree, through Harper College Job Placement Center and partnership companies.

Student Entrance Requirements

A. For students to access the total program, which includes high school enrichment experiences and priority consideration for internships, they must, prior to their junior year:

1. have a "C" average in all high school course work
2. develop a plan to complete the course requirements for the Tech-Prep Program in high school
3. have a sincere interest in completing the program shown by:
   a. maintaining excellent attendance
   b. demonstrating a positive attitude toward school, work and personal relationships
   c. progressing toward completing course requirements for the program

B. During the second semester of their senior year, to be admitted to an internship for the next summer, students must have:

1. maintained a "C" average in all course work in high school
2. completed high school course requirements for the Tech-Prep Program
3. maintained an excellent attendance record in high school
4. demonstrated a positive attitude toward school, work and personal relationships
5. been admitted to the specific Tech-Prep Program at Harper College

Electronics
Career Opportunities / Job Titles

Entry-level after high school graduation

Manufacturing Specialist
Processor/Work Station/ Instrument Repair Person
Test System Operator
Tester
Software Duplication Specialist

Entry-level after Harper College Certificate Training

Electrical Technician
Operations Technician
Manufacturing Technician

Entry-level after Harper College A.A.S. Degree

Technician, Electronic Analyst
Electronic Technician
Senior Technician

Entry-level after baccalaureate degree

Technician, Electronic Service Support
Customer Engineer

Tech-Prep Degree task force members have indicated they will hire trained students in the above occupations.

Electronics Program

A Tech-Prep Degree Program for Township High School District 214

High School Program

Minimum college admission requirements

This program emphasizes:

English courses from average or above average placement which emphasize development of reading and language skills

Math

- A.A.S. Degree Preparation

  461, 462 and 463 — Algebra or
  470 and 471 — Algebra

- Baccalaureate Degree Preparation

  464 and 465 — Geometry
  474 and 475 — Advanced Algebra
  477 — Trigonometry

Required Program Electives

551 — Keyboarding
620 — Electronic Technology
621 — Electronic Communication Systems

Recommended Program Electives

604 — Communication Technology
903 — Computer Applications
523/630 — Principles of Technology
624 — Vocational Electronics or
940 — Computer Electronics

Internships

Will be provided in the summers immediately after high school graduation and after the first year of Harper College.

Harper College Programs

Certificate Programs in:

Automation Skills
Digital Electronics
Microprocessor Technology
Electronics

Associate of Applied Science Programs in:

Electronic Technology
Digital Electronics
Microprocessor Technology

Job Placement

Available upon completion of program, or of baccalaureate degree, through Harper College Job Placement Center and partnership companies.

Student Entrance Requirements

A. For students to access the total program, which includes high school enrichment experiences and priority consideration for internships, they must, prior to their junior year:

1. have a "C" average in all high school course work
2. develop a plan to complete the course requirements for the Tech-Prep Program in high school
3. have a sincere interest in completing the program shown by:
   a. maintaining excellent attendance
   b. demonstrating a positive attitude toward school, work and personal relationships
   c. progressing toward completing course requirements for the program

B. During the second semester of their senior year, to be admitted to an internship for the next summer, students must have:

1. maintained a "C" average in all course work in high school
2. completed high school course requirements for the Tech-Prep Program
3. maintained an excellent attendance record in high school
4. demonstrated a positive attitude toward school, work and personal relationships
5. been admitted to the specific Tech-Prep Program at Harper College

Electronics
Career Opportunities / Job Titles

Entry-level after high school graduation

Manufacturing Specialist
Processor/Work Station/
  Instrument Repair Person
Test System Operator
Tester
Software Duplication
  Specialist

Entry-level after Harper College Certificate Training

Electrical Technician
Operations Technician
Manufacturing Technician

Entry-level after Harper College A.A.S. Degree

Technician, Electronic Analyst
Electronic Technician
Senior Technician

Entry-level after baccalaureate degree

Technician, Electronic Service
  Support
Customer Engineer

Tech-Prep Degree task force members have indicated they will hire trained students in the above occupations.

Electronics Program

A Tech-Prep Degree Program for Barrington Community Unit School District 220

High School Program

Minimum college admission requirements

This program emphasizes:

English courses from average or above average placement which emphasize development of reading and language skills

Math

- A.A.S. Degree Preparation

  6143 or above — Algebra I
  6124 or above — Geometry

- Baccalaureate Degree Preparation

  6343 or above — Algebra II
  6413 — Trigonometry

Required Program Electives

3024 — Keyboarding/Word Processing
4443 and 4444 — Electronics I and II

Recommended Program Electives

3533 — Computer Applications

Internships

Will be provided in the summers immediately after high school graduation and after the first year of Harper College.

Harper College Programs

Certificate Programs in:

Automation Skills
Digital Electronics
Microprocessor Technology
Electronics

Associate of Applied Science Programs in:

Electronic Technology
Digital Electronics
Microprocessor Technology

Job Placement

Available upon completion of program, or of baccalaureate degree, through Harper College Job Placement Center and partnership companies.

Student Entrance Requirements

A. For students to access the total program, which includes high school enrichment experiences and priority consideration for internships, they must, prior to their junior year:

1. have a "C" average in all high school course work
2. develop a plan to complete the course requirements for the Tech-Prep Program in high school
3. have a sincere interest in completing the program shown by:
   a. maintaining excellent attendance
   b. demonstrating a positive attitude toward school, work and personal relationships
   c. progressing toward completing course requirements for the program

B. During the second semester of their senior year, to be admitted to an internship for the next summer, students must have:

1. maintained a "C" average in all course work in high school
2. completed high school course requirements for the Tech-Prep Program
3. maintained an excellent attendance record in high school
4. demonstrated a positive attitude toward school, work and personal relationships
5. been admitted to the specific Tech-Prep Program at Harper College

Electronics
Career Opportunities / Job Titles

Entry-level after high school graduation

Manufacturing Specialist
Processor/Work Station/ Instrument Repair Person
Test System Operator
Tester
Software Duplication Specialist

Entry-level after Harper College Certificate Training

Electrical Technician
Operations Technician
Manufacturing Technician

Entry-level after Harper College A.A.S. Degree

Technician, Electronic Analyst
Electronic Technician
Senior Technician

Entry-level after baccalaureate degree

Technician, Electronic Service Support
Customer Engineer

Tech-Prep Degree task force members have indicated they will hire trained students in the above occupations.

MARKETING PLAN
FOR CAREER/TECH-PREP EDUCATION

Prepared by
The MAR COM Group, Ltd.
for the

Northwest Suburban Career Cooperative

November 29, 1990

Draft Copy

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EXECUTIVE SUMMARY

Following is a proposal for meeting the marketing communications needs of the Career Cooperative for the Career/Tech-Prep Education Program. The Program is summarized for background purposes, key audiences are identified and a set of promotional items and activities is recommended.

This Tech-Prep Marketing Plan has been developed to provide an agenda and the mechanisms to better communicate the advantages of Tech-Prep Programs to high school and junior high students, their parents, counselors and teachers, area employers and the community-at-large.

I. BACKGROUND DESCRIPTION

Tech-Prep Programs blend academic courses with vocational-technical training to better prepare students for a wide range of career opportunities available in today's marketplace.

Tech-Prep Programs will be implemented in the twelve high schools that are part of the Career Cooperative region (Districts 211, 214 and 220) during 1991/1992. Programs in the following areas will be offered as part of the start-up phase: Drafting/CAD, Electronics, Fire Science Technology, Heating and Cooling Technology, and Manufacturing and Fabrication.

Why Tech-Prep? There is market demand for this level of employee. Area firms that support these Programs want to hire employees who possess more than just basic skills. Due to the demands of changing technology, they are also looking for applicants who have combined academic requirements with technical training.

Students benefit from career training that prepares them for jobs in the technological era. The national movement toward Tech-Prep programs places the northwest suburban region in the forefront of being able to provide this important career option through the many community resources that are available.

Students learn the latest technology -- becoming an asset to their employers -- while gaining academic skills that are also needed for success in today's complex job market. The curriculum for Tech-Prep Programs has been developed as the result of commerce and industry and area educational institutions working closely together.

As students complete their Tech-Prep course work, they can look forward to holding marketable, highly skilled positions that offer advanced career and earnings potential.

Among Tech-Prep's most valuable attributes is the flexibility it provides to the participants. A student who enrolls in a Tech-Prep Degree Program has a number of educational options, although completion of a two-year program at Harper College is the minimum requirement.

Background Description Continued

High school graduates who have completed academic and technical requirements will have an internship at a prominent local company following their senior year and again between their first and second years at Harper. The internships are provided by area employers who have supported Tech-Prep curriculum development in order to help train and educate the kinds of employees their companies will need in the future.

After the initial two years at Harper College, students have the option of completing the final two years of a four-year degree program; exiting the program prior to completion; or entering the work force and finishing the four-year degree while working in his or her chosen field.

Priority consideration for employment will be offered Tech-Prep graduates by participating companies upon successful completion of the Program. Students will be encouraged to complete a baccalaureate degree utilizing company tuition reimbursement benefits where available.

II. EXHIBITS

A Tech-Prep Degree Program Chart

B Program Sequences

- Drafting/CAD
- Electronics
- Fire Science Technology
- Heating and Cooling Technology
- Manufacturing and Fabrication

C Task Forces

(For each Program Sequence)

D Student Population Demographics (Optional)

- District 211
- District 214
- District 220

E Statistics on College-Bound Students (Optional)

III. PROMOTIONAL ITEMS

Development of the following promotional pieces are recommended to successfully launch Career/Tech-Prep Education Programs in January 1991 and boost enrollment in the coming months. It is anticipated that each of these items will be used with all (or most) target audiences of Tech-Prep and will bear the Tech-Prep marketing theme and logo throughout.

A. Tech-Prep Program Brochure

General program brochure promotes the concept of Tech-Prep and outlines the basic qualifications and requirements for completion. Graphics should be particularly appealing to the student audience, but must hold the interest of others as well.

This is a "positioning" piece designed to put Tech-Prep into the same top-of-mind position that college preparatory programs have had for years.

Availability: January 2, 1991.

B. Inserts for Each Sequence

To include "flow chart" for each, showing progression from high school through BA/BS degree; curriculum outline; and range of career paths available.

Customize each insert to include the particular requirements for each school district where needed.

Availability: January 2, 1991.

C. Video Presentation

Develop brief 5-7 minute video presentation to highlight Program offerings. Include endorsements from a student, parent, teacher, counselor, and employer who share excitement about Tech-Prep helping participants explore the options open to them as they work toward their career goals.

Promotional Items Continued

Video Continued

This will be made available for students to check out at the library, for teachers to show their classes, for counselors to view so they are better informed, etc.

The video will also be used with Junior Achievement's "Project Business" classes for Junior High students.

Availability: Winter 1991.

D. **Newsletter**

Develop eye-catching newsletter for all audiences; to feature Tech-Prep activities, success stories, company profiles, etc. To be published on an "as needed" basis. At least one issue recommended for the coming year.

Distribution: Spring 1991.

E. **Speakers Bureau**

Identify "Advocates," participating students, parents, teachers, counselors, and employers who are available to address Chamber of Commerce meetings, various student and parental groups on Tech-Prep Programs. Include "Job Developer" from Harper Job Placement. Begin compiling list of names mid-December.

Announcement of availability: Winter 1991.

F. **Public Relations**

Provide regular announcements to update the community-at-large of the Tech-Prep Program and its progress. Suggest distribution of regular news releases to the news media, local employers, parent and student groups, and others to be identified. Develop comprehensive list of media, companies, etc.

Announce Five Sequences:
December 10, 1990.

Promotional Items Continued

G. **Premium "Give-Away" Items**

Identify appropriate premium item(s) to bear the Tech-Prep logo. These items would be used as inexpensive reminders of the Tech-Prep Programs, and would be especially useful with students, parents, counselors, and teachers who are just becoming acquainted with Tech-Prep.

Availability: Winter 1991.

H. **Posters**

Utilize Tech-Prep marketing theme and logo on posters to be displayed in counseling centers, the Career Cooperative, Harper College, school bulletin boards, etc.

Availability: January 2, 1991.

I. **Overhead Transparencies**

Develop "user-friendly" sets of overhead transparencies which tell the Tech-Prep story, for use in each of the twelve schools. Distribute identical sets to key people so that they are properly equipped to disseminate general information to groups as requests are made. By distributing identical sets, continuity can be achieved.

Availability: Winter 1991.

J. **Stuffers**

Down-sized versions of posters to be sent to parents, employers, etc. as a reminder of the Program. To be enclosed with other correspondence, newsletters, etc.

Availability: Winter 1991.

IV. TARGET AUDIENCES

A. STUDENTS

1. Incoming Juniors and Seniors
2. Incoming Freshmen

B. PARENTS

1. High School

    a. Booster Clubs
    b. Parents and Teachers as Partners (Dist. 214)
    c. 8th Grade Parents' Night

2. Junior High School

    a. PTA's

C. TEACHERS

1. Those who teach Tech-Prep curriculum
2. General Staff

D. STUDENT SERVICES

E. PRINCIPALS

F. SCHOOL BOARD MEMBERS

G. EMPLOYERS

1. Chambers of Commerce (23 communities)
2. Golden Corridor Council
3. Northwest 2001

H. COMMUNITY-AT-LARGE

1. Media

V. STRATEGIES FOR TARGET AUDIENCES

STUDENTS

1. Incoming Juniors and Seniors
2. Incoming Freshmen

SELLING POINTS FOR STUDENTS

1) **Flexibility and Options:**

Students can attain a 4-year college degree if that is their desire, while also learning valuable skills they can use in the work place. No penalty to change course; electives they choose still count toward graduation.

2) **Paid Internships:**

Tech-Prep includes two summers of paid internships provided by local employers. These are well-paid, meaningful positions that are intended to enhance the student's "marketability" in the work place. This experience will likely be invaluable to their long-term employment prospects.

3) **Priority Employment:**

Participants in Tech-Prep receive priority employment status with the company where they had their internship. Many of these firms are large, well-known suburban companies. Show salaries they can expect to earn upon graduation.

4) **Tuition Reimbursement Programs:**

Upon completion of the two-year program at Harper College, they would be eligible to complete a 4-year degree through a tuition reimbursement program provided by their employer (where available).

Strategies for Target Audiences
STUDENTS Continued

ACTIVITIES

1) **In-Class Presentations**

Target business and technology classes to let students know Tech-Prep Programs exist in these areas. Show the video and distribute brochures and inserts. Enlist the aid of teachers, counselors, and others to make these types of prepared presentations.

Presentations by STUDENTS who are pleased with their experiences would be especially effective in communicating the long-term benefits of Tech-Prep.

In addition, local "practitioners" might be developed as speakers and called upon to talk with students and share why they chose a particular career path and how they got where they are today.

Target these presentations to various age groups -- incoming freshmen, juniors and seniors, who should be encouraged to take advantage of the "Tech-Prep option" at any juncture.

Target Date: Beginning January, 1991.

2) **Registration**

Identify and enlist the aid of "Tech-Prep representatives" to be on-hand during registration periods at each school, the same way work program coordinators and practical arts teachers are involved.

Being on-site will enable the Tech-Prep rep to answer questions and help students make course selections immediately.

Target Date: February, 1991.

STRATEGIES FOR TARGET AUDIENCES

PARENTS

1. High School
    - a. Booster Clubs
    - b. Parents & Teachers as Partners
    - c. 8th Grade Parents' Night (Dist. 214)
2. Junior High School
    - a. PTA's

SELLING POINTS FOR PARENTS

Career/Tech-Prep Education: A program for bright kids -- their kids -- which provides specific job training coupled with academic requirements. A viable, attractive option for many reasons.

1) **Flexibility:**

Their child can attain a 4-year college degree if that is their desire, while also learning valuable skills they can use in the work place.

2) **Tuition Reimbursement Programs:**

Upon completion of the 2-year program at Harper College, their child would be eligible to complete a 4-year degree through a tuition reimbursement program provided by the employer (where available).

3) **Paid Internships:**

Tech-Prep includes two summers of paid internships provided by local employers. These are well-paid, meaningful positions that are intended to enhance the student's "marketability" in the work place, placing their child "a step ahead" in the job market.

Selling Points for Parents

4) **Priority Employment:**

Participants in Tech-Prep receive priority employment status with the company where they had their internship. Many of these firms are large, well-known suburban companies. Show salaries their children can expect to earn upon graduation. Emphasize achievement of "financial independence" for their child.

Strategies for Target Audiences
PARENTS Continued

ACTIVITIES -- SHORT-TERM

1) **Direct Mail**

Develop direct mail piece to be sent to the homes of incoming Juniors and Seniors. Include explanation of the availability of Tech-Prep for their son or daughter and stress the above points. Mailer will include an attached postage-paid reply card.

All inquiries will receive the prepared brochure and inserts from the Career Cooperative. These "leads" will be forwarded to the appropriate counseling center with a recommendation for a personal phone call from the student's counselor as a follow-up to answer remaining questions.

Target Date: Winter 1991.

2) **Booster Clubs**

Meet with Booster Club officers to inform them of the benefits of Tech-Prep. Encourage them to take the news to share with their members. This approach could be used to build "grass root" parental support of the Program.

Target Date: Winter 1991.

3) **Saturday Morning Sessions**

Focus of the morning program would be helping parents help their children make educational choices from the many options available; discussions on what's happening in today's job market; what employers are seeking in applicants; and Tech-Prep as an excellent option leading to BA/BS degree if desired. Sessions to be sponsored by a "consortium" which includes the schools and the Career Cooperative. Nominal fee to be charged for perceived value.

Strategies for Target Audiences
PARENTS Continued

Activities -- Short-Term
Saturday Morning Sessions

May include availability of career selection survey to identify students' strengths and interests. Results would be mailed to participants at a later date.

Target Date: Winter 1991.
One session for each school.

4) **Expand "Co-op News" Mailing**

Obtain lists of incoming freshmen families from the three high school districts and send them the Co-op News to begin acquainting them with programs and services. Include a cover letter from the Manager informing them that they will receive periodic mailings in the future.

Target Date: Winter 1991

Strategies for Target Audiences
PARENTS Continued

ACTIVITIES -- LONG-TERM

1) **Follow-up Session: Corporate Location**

For those parents who want to know more about Tech-Prep, a follow-up session at a corporate location, with counselors ready to brief them on the advantages and features of Tech-Prep; employer participation as well.

Target Date: Spring 1991.
At selected employers.

2) **Parents Who Work at "Tech-Prep Employers"**

Target company newsletters where Tech-Prep has students (about to be) employed in internships. Submit information to the editors that they can use to alert parents that this program exists for the benefit of their children, too.

Companies include: Allstate, Household, Motorola, Kemper, Sears, Northrop, etc.

Target Date: Spring 1991.

3) **8th Grade Parents' Night**

Prepare "road show" approach, with professional-looking display, brochures, inserts, video presentation and spokesperson(s) available to inform and answer questions. Spokesperson(s) may be teachers, participating students, counselors, Harper's "Job Developer," a satisfied parent, etc.

Target Date: Winter 1991.

STRATEGIES FOR TARGET AUDIENCES

TEACHERS

1. Those who teach Tech-Prep curriculum
2. General Staff

ACTIVITIES

1) **District Seminars**

Target business and technology teachers for district seminars regarding Tech-Prep. Familiarize them with the Programs so they can better inform students. Extend the invitation to counseling staffs, too.

Target Date: Winter 1991.

2) **Field Trips to Tech-Prep Employers**

Continue working with area employers to provide field trips for teachers (and counselors) to better acquaint them with the internships available to Tech-Prep students and the needs of the employers. (i.e., the Vocational Instructor Practicum)

Target Date: Summer 1991.

STRATEGIES FOR TARGET AUDIENCES

STUDENT SERVICES

ACTIVITIES

1) **One-On-One Meetings**

Contact Directors of Student Services at each school and make a presentation regarding the availability, qualifications and requirements to complete Tech-Prep Programs.

These are key individuals who work closely with teachers and counselors. Their understanding and support of Tech-Prep will be helpful to customize the approach and message needed in each school.

Target Date: January 1991.

2) **In-House Awareness Sessions**

Hold in-house awareness sessions for counselors throughout the three school districts so that they in turn are well equipped to provide the same quality information to students, parents and teachers. Encourage counselors to identify students who are good candidates for the various Tech-Prep sequences.

Provide counselors with adequate quantities of all marketing communications materials so they are prepared to handle requests for more information from students and parents.

Target Date: Winter 1991.

STRATEGIES FOR TARGET AUDIENCES

PRINCIPALS

ACTIVITIES

1) **Newsletters**

Submit information to be published in newsletters distributed by the district principals and superintendents. Information can be brief (no more than 3-4 paragraphs) to get key "tidbits" of news about Tech-Prep into the community.

Target Date to submit news:
January, 15, 1991 for February mailings.
(Dist. 211)

STRATEGIES FOR TARGET AUDIENCES

SCHOOL BOARD MEMBERS

ACTIVITIES

1) **Presentations**

Each board will receive an update on Tech-Prep's progress. Members will receive copies of marketing literature as it becomes available.

Target Date: December 1990.

STRATEGIES FOR TARGET AUDIENCES

EMPLOYERS

1. Chamber of Commerce (23 communities)
2. Golden Corridor Council
3. Northwest 2001

ACTIVITIES

1) **Presentations**

Target various groups for Tech-Prep presentations, outlining how the Program works, how employers can benefit, steps to participating if they're interested, etc. Stress the importance of the internships that area firms provide to make the Program a meaningful experience for students by preparing them for the real world.

Target Date: Spring 1991.

STRATEGIES FOR TARGET AUDIENCES

COMMUNITY-AT-LARGE

1. Media

ACTIVITIES

1) **Publicity**

Develop long-term strategy to achieve publicity placements in the news media about Tech-Prep and its achievements. Include distribution of news releases to local newspapers regarding the Program, its successes, various events, etc.

Identify and target key publications and editors for feature stories.

Target Date: On-going, beginning December 1990.

TECH-PREP PROGRAMS
ACTIVITY TIME LINE

Item	**Target Completion**												
	1990	**1991**											
	D	**J**	**F**	**M**	**A**	**M**	**J**	**J**	**A**	**S**	**O**	**N**	**D**
PROMOTIONS													
Program Brochure		--											
Inserts		--											
Video		-----	-----	-----									
Newsletter					-----	-----	-----						
Speakers Bureau		-----	-----	-----									
PR/Publicity	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Give-Aways		-----	-----	-----									
Posters		--											
Overheads		-----	-----	-----									
Stuffers		-----	-----	-----									
STUDENTS													
Student Presentations		-----	-----	-----	-----	-----	-----			-----	-----	-----	-----
Registration			-----										
PARENTS													
Direct Mail		-----	-----	-----									
Booster Clubs		-----	-----	-----									
Saturday Sessions		-----	-----	-----									
Co-op News		-----	-----	-----									
Corporate Session					-----	-----	-----						
Parents at Employers					-----	-----	-----						
Parents' Night		-----	-----	-----									
TEACHERS													
District Seminars		-----	-----	-----									
Field Trips							-----	-----	-----				
STUDENT SERVICES													
One-on-One Mtgs.		-----											
Awareness Sessions			-----	-----	-----								
PRINCIPALS													
Newsletters		-----											
SCHOOL BOARD													
Presentations	-----												
EMPLOYER													
Presentations					-----	-----	-----						

December 14, 1990

HIGH SCHOOL BUILDING
TECH-PREP COORDINATOR

JOB DESCRIPTION

The tech-prep program coordinator in each high school will have the following responsibilities:

1. Attend all regional tech-prep program coordinators' meetings, and task force meetings, when appropriate.
2. Inform students, parents, counselors and teachers about the programs.
3. Collect, screen and approve student applications.
4. Orient accepted students into the program.
5. Monitor progress of accepted students throughout high school.
6. Coordinate and attend enrichment activities for accepted students while in high school.
7. Identify senior students eligible for internships and submit their names and respective priority choices for that experience to the Career Cooperative office.

BEST COPY AVAILABLE

January 9, 1991

OBSOLETE

TECH-PREP COORDINATORS

DISTRICT #211

PALATINE - JIM SINDELAR

FREMD - PAUL CLEARY

CONANT - DAVE PENDERGAST

SCHAUMBURG - DONNA EPTON

HOFFMAN ESTATES - BILL GOURLEY

DISTRICT #214

BUFFALO GROVE - NORM RATHJE, HILLYN SENNHOLTZ

ELK GROVE - BOB CHRISTENSEN

JOHN HERSEY - JOHN HANGEY

PROSPECT - KEN KALETA

ROLLING MEADOWS - JIM LAPETINA, ROGER WILLER

WHEELING - WANDA HILL

DISTRICT #220

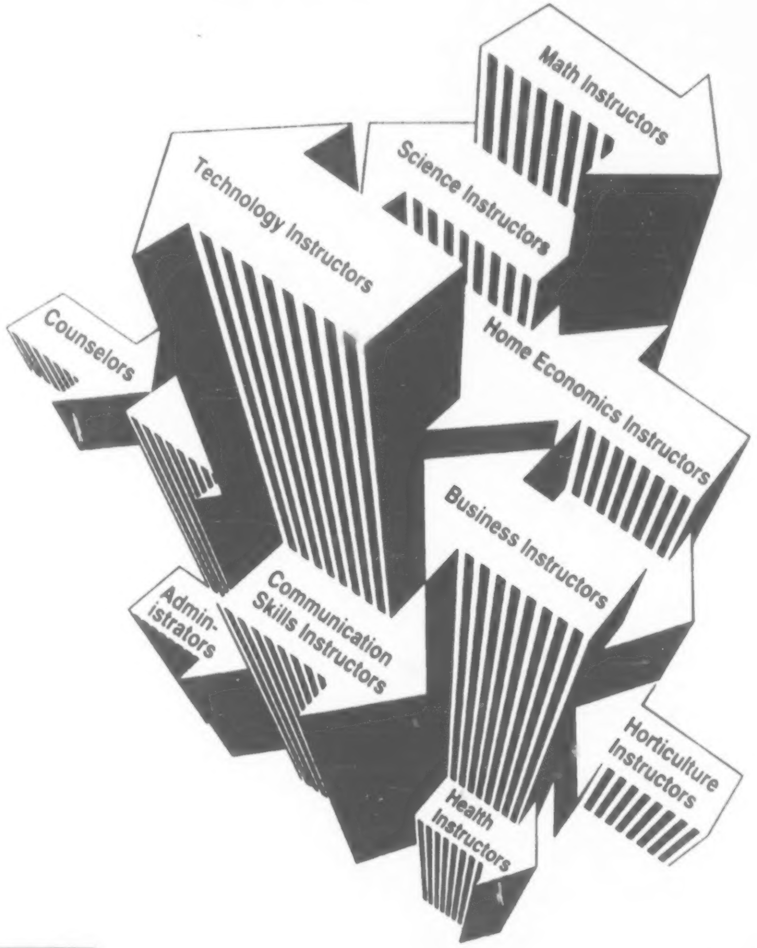
BARRINGTON - JEFF BLESSMAN

APPENDIX VI

TECH PREP

BEST COPY AVAILABLE

Connect your courses to other courses and to your students' career interests


Math Instructors
Science Instructors
Technology Instructors
Counselors
Home Economics Instructors
Business Instructors
Communication Skills Instructors
Admin-istrators
Horticulture Instructors
Health Instructors

The Career Cooperative's 1991 Tech-Prep/V.I.P. Program

Tech-Prep Business and Industry Overviews for Communication Skills, Math and Science Instructors

Participate in a 1 – 3-day paid overview of Tech-Prep partnership businesses and industries during the summer of 1991 to:

- observe how academic and technical knowledge and skills are applied in business and industry settings
- learn about the skills needed by students for their future careers
- discover how you, as an educator, can better prepare students for the new Tech-Prep Degree Programs and also assist them with their career planning

While you are participating, you will be paid $50 per day. Transportation will be provided for you each day from Harper College for the business and industry overviews.

The overviews will be offered in modules according to the schedule below, with daily hours from 8:30 a.m. to 3 p.m. Join us for a day, several days, a week or longer. Select tour modules that are tailored to your interests and needs and observe how math, science and communication skills are applied in business and industry on a daily basis.

Weeks of June 17 and 24

Visit partnership companies involved in Drafting/Computer-Aided Drafting, Electronics, Fire Science Technology, Heating and Cooling Technology, and Manufacturing and Fabrication

Week of July 8

Visit partnership companies involved in Health Care, Child Care, Fashion, Food Service, and Horticulture

Week of July 15

Visit partnership companies involved in Banking, Insurance, and Business Information Systems

*Specific dates for each tour module will be assigned later within the week indicated. You will be advised about exact dates as soon as these are decided.

How Can You Register for the Tech-Prep/V.I.P. Program?

- By April 15, fill out, tear off, and return the form on this page to the Career Cooperative, 1750 S. Roselle Rd., Palatine, IL 60067. A Tech-Prep Program application will be sent to you.
- If you have any questions about the Tech-Prep/V.I.P. Program, call Fred Barr, Business/Industry Coordinator, at the Career Cooperative, 359-3300.

Apply Now For Your Tech-Prep/V.I.P. Experience

Enrollment: 18 maximum per session

Applications: will be processed on a first come, first serve basis

Cut along dotted lines and return this form by April 15 to the Career Cooperative, 1750 S. Roselle Road, Palatine, IL 60067.

YES! Please send an application for the 1991 Tech-Prep/V.I.P. Program.

Name ____________________

School ____________________

Subjects You Teach ____________________

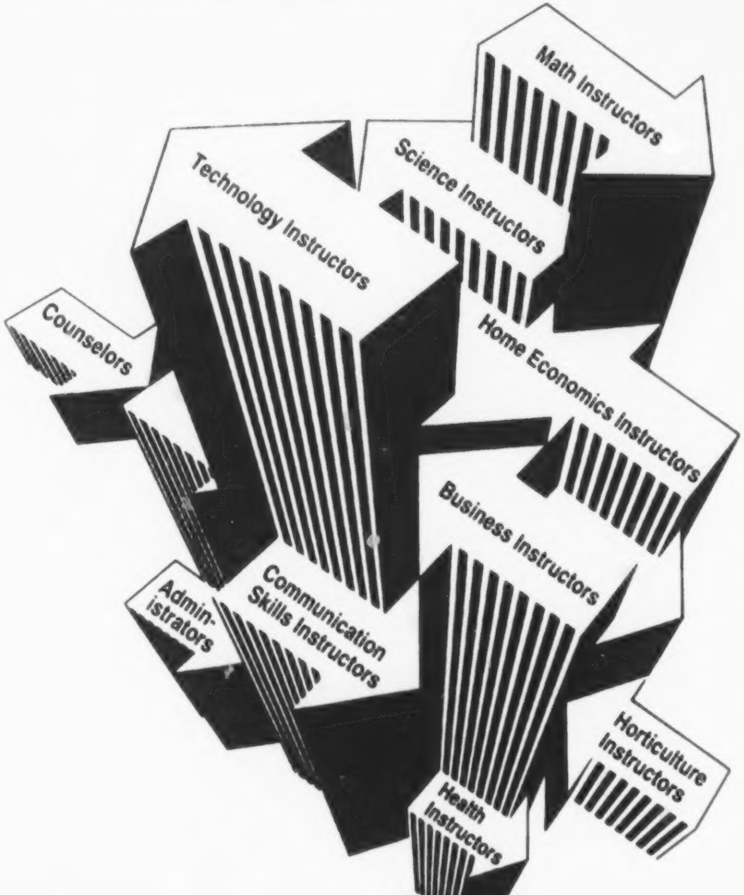
Check tour modules that interest you:

☐ Drafting/Computer-Aided Drafting
☐ Electronics
☐ Fire Science Technology
☐ Heating and Cooling Technology
☐ Manufacturing and Fabrication
☐ Horticulture
☐ Child Care
☐ Fashion
☐ Food Service
☐ Health Careers
☐ Corporate Careers (Banking)
☐ Corporate Careers (Insurance)
☐ Business Information Systems

☐ I am interested in learning more about the above checked area, but cannot attend on the scheduled days. Please call me if this experience is scheduled at another time.

TECH PREP

Connect your courses to other courses and to your students' career interests


Math Instructors
Technology Instructors
Science Instructors
Counselors
Home Economics Instructors
Business Instructors
Admin-
istrators
Communication
Skills Instructors
Horticulture
Instructors
Health
Instructors

The Career Cooperative's 1991 V.I.P. Program

Option #1: Tech-Prep Business and Industry Overviews for Instructors, Counselors and Administrators

Participate in a 1 – 3-day paid overview of Tech-Prep partnership businesses and industries during the summer of 1991 to:

- observe how academic and technical knowledge and skills are applied in business and industry settings
- learn about the skills needed by students for their future careers
- discover how you, as an educator, can better prepare students for the new Tech-Prep Degree Programs and also assist them with their career planning

While you are participating, you will be paid $50 per day. In addition, you may register to earn up to three graduate credits through cooperating state universities. You would be responsible for tuition costs and fees. Transportation will be provided for you each day from Harper College for the business and industry overviews.

The overviews will be offered in modules according to the schedule below.* You may participate in one or more 1 - 3—day tour modules, with daily hours from 8:30 a.m. to 3 p.m. Select those that are tailored to your interests and needs.

Weeks of June 17 and 24

Visit partnership companies involved in Drafting/Computer-Aided Drafting, Electronics, Fire Science Technology, Heating and Cooling Technology, and Manufacturing and Fabrication

Week of July 8

Visit partnership companies involved in Health Care, Child Care, Fashion, Food Service, and Horticulture

Week of July 15

Visit partnership companies involved in Banking, Insurance, and Business Information Systems

*Specific dates for each tour module will be assigned later within the week indicated. You will be advised about exact dates as soon as these are decided.

If interest warrants, some tour modules may be repeated in mid-August. If you would like to attend a specific tour module then, please call Fred Barr at the Career Cooperative, 359-3000.

Apply Now For Your Tech-Prep/V.I.P. Experience

Enrollment: 18 maximum per session

Applications: will be processed on a first come, first serve basis

Deadline: March 8, 1991

Option #2: Internships for Instructors, Counselors and Administrators

Try your hand at a job where you can learn skills to apply in your classroom. Sign up for a paid summer internship from June 17 - Aug. 23 and find out the realities of the business and industry world. Work from one to eight weeks — whatever fits your schedule. Try more than one internship if you wish. While you work, have the option to earn up to three graduate college credits through cooperating state universities. Tuition costs and fees would be your responsibility. **The deadline for applications is March 8, 1991.**

Option #3: Combination of Options #1 and 2 — Internships and Tech-Prep Overviews

Visit businesses and industries related to your area of instruction. Follow up this inside view with an internship of your choice lasting as many weeks during the summer as you desire.

How Can You Register for the V.I.P. Program?

- Complete the application and send it to the Educational Service Center, 2701 Central Road, Glenview, IL 60025 by March 8, 1991.
- Send a photocopy of your completed application form to the Career Cooperative, 1750 S. Roselle Road, Palatine, IL 60067.
- If you have any questions about the V.I.P. Program, call Fred Barr, Business/Industry Coordinator, at the Career Cooperative, 359-3300.

TOUR PARTICIPANTS
June 7, 1991 - June 28, 1991

Lynda Appino	Palatine High School	991-2600
Jeff Blessman	Barrington High School	381-1400
Chuck Chamberlain	Fremd High School	358-6222
Frank Cusenza	Fremd High School	358-6222
Kathy Dummer	Schaumburg High School	882-5200
Donna Epton	Schaumburg High School	882-5200
Amado Garcia	Wheeling High School	537-6500
Jane Greenwald	Mundelein High School	949-2234
Al Kane	Buffalo Grove High School	541-5400
Art Klein	Rolling Meadows High School	259-9640
Jim Lapetina	Rolling Meadows High School	259-9640
Jim Moran	Rolling Meadows High School	259-9640
Roger Mussell	Harper College	397-3000
Jim Norini	Harper College	397-3000
Sally O'Brien	Elk Grove High School	439-4800
Joan Osika	Conant High School	885-4366
Shari Pergricht	Harper College	397-3000
Kaye Polakoff	Round Lake Sr. High School	546-2128
Jack Secrest	Rolling Meadows High School	259-9640
Midge Smith	Harper College	397-3000
Kathy Sorrell	Conant High School	885-4366
Kristen Spence	Harper College	397-3000
Ken Spengler	Palatine High School	991-2600
Marisa Wetmore	Rolling Meadows High School	259-9640
Anna Marie Yates	Elk Grove High School	439-4800

(06/21/91)

TOUR PARTICIPANTS
June 7, 1991 - June 28, 1991

Lynda Appino	Palatine High School	991-2600
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Chuck Chamberlain	Fremd High School	358-6222
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Donna Epton	Schaumburg High School	882-5200
Amado Garcia	Wheeling High School	537-6500
Jane Greenwald	Mundelein High School	949-2234
Al Kane	Buffalo Grove High School	541-5400
Art Klein	Rolling Meadows High School	259-9640
Jim Lapetina	Rolling Meadows High School	259-9640
Jim Moran	Rolling Meadows High School	259-9640
Roger Mussell	Harper College	397-3000
Jim Norini	Harper College	397-3000
Sally O'Brien	Elk Grove High School	439-4800
Joan Osika	Conant High School	885-4366
Shari Pergricht	Harper College	397-3000
Kaye Polakoff	Round Lake Sr. High School	546-2128
Jack Secrest	Rolling Meadows High School	259-9640
Midge Smith	Harper College	397-3000
Kathy Sorrell	Conant High School	885-4366
Kristen Spence	Harper College	397-3000
Ken Spengler	Palatine High School	991-2600
Marisa Wetmore	Rolling Meadows High School	259-9640
Anna Marie Yates	Elk Grove High School	439-4800

(06/21/91)

TOUR PARTICIPANTS
July 8, 1991 - July 12, 1991

Sue Anderson	Palatine High School	991-2600
Lynda Appino	Palatine High School	991-2600
Darlene Buresch	Wheeling High School	537-6500
Kathy Dummer	Schaumburg High School	882-5200
Julie Ertel	Rolling Meadows High School	259-9640
Leslee Johnson	Palatine High School	991-2600
Jim Moran	Rolling Meadows High School	259-9640
Denise Moree	Barrington High School	381-1400
Veronica Murphy	Elk Grove High School	439-4800
Sally O'Brien	Elk Grove High School	439-4800
Joan Osika	Conant High School	885-4366
Sue Papreck	Main East High School	825-4484
Kaye Polakoff	Round Lake Senior High School	546-2128
Ann Slattery	Hersey High School	259-8500
Karen Smith	Hersey High School	259-8500
Kathy Sorrell	Palatine High School	885-4366
Kristen Spence	Harper College	397-3000
Georgia VonBehren	Lake County Voc. Center	223-6681
Karen Wagner	Schaumburg High School	882-5200
Marisa Wetmore	Rolling Meadows High School	259-9640
Joan Widok	Conant High School	885-4366
Carol Windus	Harper College	397-3000
Anna Marie Yates	Elk Grove High School	439-4800

(07-09-91)

VIP TOUR PARTICIPANTS
July 15, 1991 - July 19, 1991

Jeff Blessman	Barrington High School	381-1400
Ron Creiger	Fremd High School	358-6222
Kathy Dummer	Schaumburg High School	882-5200
Julie Ertel	Rolling Meadows High School	259-9640
Jim Jorgensen	Hersey High School	259-8500
Jim Moran	Rolling Meadows High School	259-9640
Sally O'Brien	Elk Grove High School	439-4800
Joan Osika	Conant High School	885-4366
Kaye Polakoff	Round Lake Senior High School	546-2128
Karen Smith	Hersey High School	259-8500
Kathy Sorrell	Palatine High School	991-2600
Mike Vijuk	Harper College	397-3000
Georgia VonBehren	Lake County Voc. Center	223-6681
Marisa Wetmore	Rolling Meadows High School	259-9640
Anna Marie Yates	Elk Grove High School	439-4800

RECEIVED
MAY 0 1 1991
VOCATIONAL EDUCATION PROGRAM
IMPROVEMENT SECTION

April 30, 1991

Staff Member Participation -

Name	School	Academic Discipline	Number of Days of Participation
Karen Wagner	Schaumburg H.S.	Math	4
Lynda Appino	Palatine H.S.	Communication Skills	5
Ken Spengler	Palatine H.S.	Science	5
Leslee Johnson	Palatine H.S.	Communication Skills	5
Al Kane	Buffalo Grove H.S.	Science	10
Sharm Jackson	Buffalo Grove H.S.	Science	1
Sally O'Brien	Elk Grove H.S.	Communication Skills	5
Veronica Murphy	Elk Grove H.S.	Communication Skills	5
Lothar Perstrup	John Hersey H.S.	Math	3
Art Klein	Rolling Meadows H.S.	Science	5
Amado Garcia	Wheeling H.S.	Science	3
Donna Epton	Schaumburg H.S.	Counselor (supplemental payments as coordinator of overview tours)	20
		Total	71

Budget -

The Career Cooperative requests the permission to use approved teacher stipend budget amounts as follows for this purpose:

Manufacturing Tech-Prep Grant -	$ 395.50
Drafting/CAD Tech-Prep Grant -	$3154.50
Total	$3550.00

Illinois
State Board of
Education

Your request for: Budget Increase & Extension to 8/15/91
Funding agreement no.: OLA070C
Examined by: Jerry Duane by
Recommended by: Fran Beauman
Approved by:
Date: 5/8/91

CAREER COOPERATIVE

Pamela J. Block,
Manager

"Linking education
to careers"

Township
High School
District 211

Township
High School
District 214

Barrington
Community
Schools
District 220

Harper College
District 512

RECEIVED
MAY 0 1 1991
VOCATIONAL EDUCATION PROGRAM
IMPROVEMENT SECTION

April 30, 1991

Plan for Tech-Prep Academic Staff Industry Practicum

Objective - Develop by January 15, 1991, a plan for the participation of communication skills, math and science instructors to participate in the 1991 summer Vocational Instructor Practicum, and subsequently for the teachers to learn how academic concepts of the Tech-Prep programs to be implemented in the region in the fall of 1991 are applied in the workplace of partner companies.

Procedure - Using input from the Tech-Prep task forces of educators and industry representatives, a plan will be developed by January 15, 1991, by the Career Cooperative business/industry consultant for the participation of communication skills, math and science instructors in the summer 1991 Vocational Instructor Practicum program.

Using public relations materials developed by the Career Cooperative, information about the Vocational Instructor Practicum program will be disseminated by March 31, 1991, to communication skills, math and science instructors of all high schools and the community college of the region by the business/industry consultant.

Using a counselor consultant, Vocational Instructor Practicum (V.I.P.) program overviews will be conducted July 19, 1991, in partner businesses of Tech-Prep programs to be implemented in the region in 1991-1992 for communication skills, math and science teachers of the region to learn how academic skills are applied in Tech-Prep positions in the workplace.

Overview - A brochure describing the program is attached as Appendix A.

Goals of the experiences for academic teachers -

- To observe how academic and technical knowledge and skills are applied in business and industry settings
- To identify the skills needed by students for their future careers
- To identify how they might better prepare students for the Tech-Prep programs and assist students with their career planning

(over)

1750 South Roselle Road ■ Palatine, Illinois 60067 ■ 708 359 3300 ■ 708 359 3597 Fax

Overview - (cont'd)

Schedule -

Teachers will be provided with experiences from 8:30 a.m.-3:00 p.m. daily according to the following calendar. Home Economics and Business Education experiences are being included for these teachers in this summer's practicum because the Career Cooperative will be applying for a Tech-Prep grant in FY '92 for beginning planning of Tech-Prep programs in Home Economics and Business Education program areas. Experiences this summer will give them an overview of needs to help them be knowledgeable participants on planning teams.

Weeks of June 17 and 24 - Visit Tech-Prep business partners in the following programs:

Drafting/Computer-Aided Drafting
Electronics
Fire Science Technology
Heating and Cooling Technology
Manufacturing and Fabrication

Week of July 8 - Visit Tech-Prep business partners in the following programs:

Health Care
Child Care
Fashion
Food Service
Horticulture

Week of July 15 - Visit Tech-Prep business partners in the following Programs:

Banking
Insurance
Business Information Systems
Marketing

APPENDIX VII

Status of Tech-Prep Applications 1991 - 1992

District	School	Program	Continuing Corporate Careers	1991 - 1992 Juniors	1991 - 1992 Seniors	1991 Internships
211	Palatine	Corporate Careers – Banking		1	1	
		Heating and Cooling			1	
		Drafting/CAD		1	1	
	Fremd	None				
	Conant	Drafting/CAD		1	7 plus 1 on probation	
		Electronics		2	1	
		Heating and Cooling		1	1	
		Manufacturing		1		
	Schaumburg	Corporate Careers	3	2	1	3
				(1 on probation for poor attendance)		
		Electronics		1		
		Fire Science		1		
	Hoffman Estates	Corporate Careers		1	1	
		Drafting/CAD		1	1	
211 Total			3	14	16	3
214	Buffalo Grove	Drafting/CAD			(1 on probation)	
	Elk Grove	Corporate Careers	3			1
	Hersey	Corporate Careers – Banking				1
	Prospect	None				
	Rolling Meadows	Electronics		1	4	
		Heating and Cooling			1	
				(1 denied because of poor grades and attendance)		
		Fire Science		1	1	
	Wheeling	None				
214 Total			3	3	7	2
220	Barrington	Corporate Careers	4			2
220 Total			4			2
TOTAL FOR ALL DISTRICTS			10	17	23	7

GRAND TOTAL = 57 Tech-Prep Students

8/19/91

Tech-Prep Degree Program
Student Application

Program Name ______________________ Date ______________________

Please print neatly. School ______________________

Name ______________________ Class of 19 ________

ID# ______________________ Counselor's Name ______________________

Address ____
Number Street

____
Town State Zip Code

Parent's Name ______________________ Home Ph. ____________ Work Ph. ____________

Describe what you plan to do after high school graduation (include your career goals).

____

____

____

____

Indicate when you have taken or plan to take the following courses. For any courses you have previously taken, indicate your teacher's name and your final grade.

*Required Program Courses	Year and Sem. Taken	Teacher's Name	Final Grade

* Consult program sequence chart available through your counselor.

I intend to participate in the activities and internships that are part of the Tech-Prep Degree Program.

____
Student's Signature

I have read the accompanying brochure and agree to allow my son/daughter to participate in the Tech-Prep Degree Program.

____
Parent's Signature

Parents who desire further information about this program may contact the Tech-Prep Degree coordinator at the school. Tech-Prep is a limited enrollment program. Students will gain acceptance into the program based upon the extent to which they meet the prerequisites and receive final approval by the coordinator.

To be filled out by counselor:

__________ Non-weighted GPA

__________ Weighted GPA

Counselor Recommendation

__________ Strongly recommended

__________ Recommended with reservation

__________ Does not recommend

Comments:

____

____

____

____

____

____
Counselor's Signature

CAREER COOPERATIVE

Pamela J. Block,
Manager

"Linking education
to careers"

Township
High School
District 211

Township
High School
District 214

Barrington
Community
Schools
District 220

Harper College
District 512

ADVOCATES
MEMBERSHIP LIST
1990 -1991
10-25-90

211

Kathy Dummer - Instructor
Schaumburg High School
1100 W. Schaumburg Rd.
Schaumburg, IL 60194
882-5200 ext. 266

Donna Epton - Counselor
Schaumburg High School
1100 W. Schaumburg Rd.
Schaumburg, IL 60194
882-5200 ext. 222

Bill Gourley - Counselor
Hoffman Estates High School
1100 W. Higgins Rd.
Hoffman Estates, IL 60195
882-8000 ext. 226

Bill Ludwigsen - Instructor
Palatine High School
1111 N. Rohlwing Rd.
Palatine, IL 60067
991-2600 ext. 318

Bernie MacDonald - Instructor
Hoffman Estates High School
1100 W. Higgins Rd..
Hoffman Estates, IL 60195
882-8000 ext. 276

Dave Pendergast - Counselor
James B. Conant High School
700 E. Cougar Trail
Hoffman Estates, IL 60194
885-4366 ext. 323

Paul Cleary - Counselor
William Fremd High School
1000 S. Quentin Rd.
Palatine, IL 60067
358-6222 ext. 225

Marina Scott - Instructor
William Fremd High School
1000 S. Quentin Rd.
Palatine, IL 60067
358-6222 ext. 267

Bill Severino - Instructor
James B. Conant High School
700 E. Cougar Trail
Hoffman Estates, IL 60194
885-4366 ext. 321

214

Don Barrett - Instructor
Elk Grove High School
500 W. Elk Grove Blvd.
Elk Grove Village, IL 60007
956-2923 (Direct Line)

Bruno Gwardys - Counselor
John Hersey High School
1900 E. Thomas St.
Arlington Heights, IL 60004
259-8500 ext. 225

Wanda Hill - Instructor
Wheeling High School
900 S. Elmhurst Rd.
Wheeling, IL 60090
537-6500 ext. 252

Jim Lapetina - Counselor
Rolling Meadows High School
2901 Central Rd.
Rolling Meadows, IL 60008
259-9640 ext. 249

Dick Carlson - Counselor
Prospect High School
801 W. Kensington Rd.
Mt. Prospect, IL 60056
255-9700 ext. 223

Roger Willer - Instructor
Rolling Meadows High School
2901 Central Rd.
Rolling Meadows, IL 60008
259-9640 ext. 229 (secy. ext. 222)

Norm Rathje - Instructor
Buffalo Grove High School
1100 W. Dundee Rd.
Buffalo Grove, IL 60090
541-5400 ext. 274

Don Robinson - Instructor
Prospect High School
801 W. Kensington Rd.
Mt. Prospect, IL 60056
255-9700 ext. 237

Bob Scarpino - Counselor
Wheeling High School
800 S. Elmhurst Rd.
Wheeling, IL 60090
537-6500 ext. 224

(over)

1750 South Roselle Road ■ Palatine, Illinois 60067 ■ 708 359 3300 ■ 708 359 3597 Fax

211

Jim Sindelar - Counselor
Palatine High School
1111 N. Rohlwing Rd.
Palatine, IL 60067
991-2600 ext. 250

220

Jeff Blessman - Instructor
Barrington High School
616 West Main Street
Barrington, IL 60010
381-1400 ext. 287

Richard VanLeirsburg
Dept. Head - Guidance
Barrington High School
616 West Main Street
Barrington, IL 60010
381-1400 ext. 226

512

Frances Brantley
Asst. Prof/Stud. Dev.
William Rainey Harper College
1200 West Algonquin Road
Palatine, IL 60067
397-3000 ext. 2393 (STU DEV-D)

Carole Lissy - Assoc. Prof.
William Rainey Harper College
1200 W. Algonquin Rd.
Palatine, IL 60067
397-3000 ext. 2416 (BUS/SS)

214

Len Wilson - Instructor
John Hersey High School
1900 E. Thomas St.
Arlington Heights, IL 60004
259-8500 ext. 262

Anna Marie Yates - Counselor
Elk Grove High School
500 W. Elk Grove Blvd.
Elk Grove Village, IL 60007
956-2948 (Direct Line)

Debbie Zimmerman - Counselor
Buffalo Grove High School
1100 W. Dundee Rd.
Buffalo Grove, IL 60090
541-5400 ext. 222

Tom Byrnes
STEP Coordinator
Forest View Educational Center
2121 South Goebbert Road
Arlington Heights, IL 60004
364-8739 (Direct Line)

512

Kristin Spence - Job Developer
William Rainey Harper College
1200 West Algonquin Road
Palatine, IL 60067
397-3000 ext. 2953 (PLCMT)

2ii

TOWNSHIP HIGH SCHOOL DISTRICT 211

ADMINISTRATIVE CENTER

STAFF IN-SERVICE EXPENSES
TOWNSHIP HIGH SCHOOL DISTRICT 211

6/11/91

CAD INSERVICE ON NEW SOFTWARE
INSTRUCTION/TUITION 4,800.00
CAD PRO CHICAGO

TEACHER STIPENDS

Bob Jungmann	48 Hrs	@ 17.00	816.
Greg Rogus	24		408.
John Malecki	48		816.
Chuck Chamberlain	20		340.
Ralph Cortez	16		272.
Jerry Peterson	24		408.
Dan Christiansen	48		816.
Keith Burtt	46		782.
Bill Myers	48		816.
George Weisner	24		408.
Paul Pritts	20		340.
Rich Fitch	4		68.
Al Hausfeld	24		408.

TOTAL FOR CADKEY AND DATA CAD IN-SERVICE $11,498.00

GAC Members

William Badgett — District 220
Director, Executive Compensation Planning
Motorola Inc.
1303 East Algonquin Rd.
Schaumburg, IL 60196
576-5239

Robert Baker — District 220
Department Head
Applied Arts and Business
Barrington High School
616 W. Main St.
Barrington, IL 60010
381-1400

Pamela J. Block
Manager
Career Cooperative
1750 S. Roselle Rd.
Palatine, IL 60067
359-3300

Chris Chamberlain — District 211
Director, Human Resources
O'Hare Marriott Hotel
8535 W. Higgins Rd.
Chicago, IL 60631
693-4444

John Cornman — District 211
643 S. Grove Ave.
Barrington, IL 60010
381-1583

John Dickinson — District 214
President
Junior Achievement of Chicago
651 W. Washington St.
Chicago, IL 60606-2193
715-1300

William Fricke — District 214
President
Spectrum Manufacturing Company
140 E. Hintz Rd.
Wheeling, IL 60090
520-1553

Jan Hahn — District 211
Manager of Employee Relations
Zurich-American Insurance Company
1400 American Lane
Schaumburg, IL 60196
605-6221

Donald Howard — District 211
District Vocational Education Coordinator
Township High School District 211
1750 S. Roselle Rd.
Palatine, IL 60067
359-3300

Lenora Hylander — District 220
President, Learning Edge Inc.
331D Oak Hill Rd.
Lake Barrington Shores
Barrington, IL 60010
381-3187

Marie Melle — Harper College
Operations Officer
NBD Elk Grove Bank
100 E. Higgins Rd.
Elk Grove Village, IL 60007
439-1666

Russ Mills — District 512
Director of Placement
William Rainey Harper College
1200 W. Algonquin Rd.
Palatine, IL 60067
397-3000, extension 2720

Curt Singer — District 211
Food and Beverage Director
Schaumburg Marriott Hotel
50 N. Martingale
Schaumburg, IL 60194
240-0100

George Voegel — District 512
Dean, Curriculum Development
William Rainey Harper College
1200 W. Algonquin Rd.
Palatine, IL 60067
397-3000, extension 2260

Gerry H. Waller — District 512
Productivity Resources Organization
22 East Lahon Street
Park Ridge, IL 60068
825-7761

William Walsh — District 220
Asst. VP, Commercial Operations
Northbrook Property & Casualty Co.
4 Allstate Commercial Plaza
51 W. Higgins Rd.
South Barrington, IL 60010
551-2375

Neal Warner — District 214
433 S. Highland Ave.
Arlington Heights, IL 60005
392-4435

Grant Winsauer — District 214
Director, Vocational Ed and Grants
Township High School District 214
2121 S. Goebbert Rd.
Arlington Heights, IL 60004
364-8648

NORTHWEST SUBURBAN CAREER COOPERATIVE

Board of Control

8-17-90

Township High School District 211 (FAX 359-3597)
1750 S. Roselle Rd.
Palatine, IL 60067
359-3300
Dr. Gerald Chapman, Superintendent
Dr. William Bassitt, Assistant Superintendent - Instr. Services
Donald Howard, Coordinator of Vocational Education

Township High School District 214 (FAX 708/437-9508)
2121 S. Goebbert Rd.
Arlington Heights, IL 60004
437-4600 (Answering Center)
Dr. Stephen Berry, Superintendent (ADM) (Jane)
Richard Chierico, Director of Community Education (437-1780) (ADM) (Barb)
Grant Winsauer, Director of Vocational Education and Grants (ADM)
(Secy.-MaryAnn)

Community Unit School District 220 (ADM Bldg.) (U.S. Mail)
310 James Street
Barrington, IL 60010
381-6300
Dr. Clyde Slocum, Superintendent (Secy.-Jean Hayworth) (FAX 381-6337)
Dr. Fred Vorlop, Asst. Superintendent for Instruction (FAX 381-6337)
(Secy.-Nancy Cody)
Barrington High School (U.S. Mail)
616 W. Main Street
381-1400
Volker Engel, Associate Principal/Activities and Faculty
Robert Baker, Department Head/Applied Arts

William Rainey Harper Community College - Dist. 512 (MAIL-COMPUTER ROOM)
Algonquin & Roselle Rds.
Palatine, IL 60067
397-3000
Dr. Paul N. Thompson, President (PR/BD) (Secy.-Laurie Wren)
*Dr. Charles Harrington, Dean of Instruction (DN INSTR) (Secy.-Kathy)
George Voegel, Dean of Educational Service (EDU SERV) (FAX 397-9051)

*Receives all BOC mailings, but does not attend BOC meetings.

ATTENDEES TECH-PREP MEETING SEPTEMBER 18, 1990

DISTRICT 214

Tom Hansen
Wheeling High School

John Hammond
Wheeling High School

Rita Stephens
Wheeling High School

Robert Richards
Wheeling High School

D. Linda Babl
Wheeling High School

Sean Green
John Hersey High School

Henry Blim
John Hersey High School

Bob Morgan
John Hersey High School

John Hangey
John Hersey High School

Al Dorn
Elk Grove High School

Mary Lou Szigeti
Elk Grove High School

Don Barrett
Elk Grove High School

Penny Hruska
Elk Grove High School

DISTRICT 211

Robert Rozycki
Administrative Center

Dr. William Bassitt
Administrative Center

Donald Howard
Administrative Center

Margaret Kramper
Palatine High School

Mary Hilman
Palatine High School

Jerry Cairns
Hoffman High School

Rich Fitch
Hoffman High School

Ron Persche
Conant High School

Jo Icenogle
Conant High School

Jerry Peterson
Conant High School

William McCauley
Conant High School

Chuck Chamberlain
Fremd High School

Helen Schersten
Fremd High School

DISTRICT 214

Debbie Zimmerman
Buffalo Grove High School

Doug Donho
Buffalo Grove High School

Hillyn Sennholtz
Buffalo Grove High School

Jim Lapetine
Rolling Meadows High School

Sam Perpitch
Rolling Meadows High School

Gordon Maves
Rolling Meadows High School

Art Weidner
Rolling Meadows High School

Mike Sons
Rolling Meadows High School

Roger Willer
Rolling Meadows High School

Susan Illingworth
Rolling Meadows High School

Frank DeRosa
Rolling Meadows High School

Tom O'Neil
Mt. Prospect Fire Department

Richard Carlson
Prospect High School

Ken Kaleta
Prospect High School

Don Robinson
Prospect High School

Mike Stevens
Prospect High School

Grant Winsauer
Administrative Center

Joyce Helemkamp
Wheeling High School

DISTRICT 211

Stanley Knodle
Fremd High School

Tom VanDien
Fremd High School

Dick Elke
Schaumburg High School

BARRINGTON HIGH SCHOOL 220

Dr. Fred Vorlop
Barrington

Dale Griffith
Barrington High School

Bill Bajorat
Barrington High School

Bob Baker
Barrington High School

Emil Rode
Barrington High School

Dave Keating
Barrington High School

Phil Knudsen
Barrington High School

Rob Luby
Barrington High School

Richard VanLeirsburg
Barrington High School

DISTRICT 512

Dennis Conners
Harper College

Harley Chapman
Harper College

Gerry Mellenthin
Harper College

Joan Kindle
Harper College

Bob Campbell
Harper College

Pat Coleman
Harper College

Orville Northstrum
Harper College

Roger Mussell
Harper College

Jim Norini
Harper College

Mike Lackman
Harper College

Gil Gierney
Harper College

Pauline Buss
Harper College

Margaret Scott
Harper College

Tom McCabe
Harper College

Tom Johnson
Harper College

DISTRICT 512

George Dorner
Harper College

Dr. George Voegel
Harper College

APPENDIX X

Sunday, July 28, 1991

Safari hunts student career possibilities

Ruth Silverman

Buffalo Grove

If Kaye Pollakoff's students happen to ask her what she did during her summer vacation, they should be prepared to listen. The Buffalo Grove woman, who is a guidance counselor at Round Lake Senior High School, sampled a variety of career experiences through the VIP Summer Safari.

The Vocational Instructional Practicum is offered through high school districts 214, 211, 220 and Harper College District 512. Together, they sponsor a career cooperative, run by Buffalo Grove resident Pam Block.

Participants are high school counselors and classroom teachers who want to become more familiar with opportunities for their students after graduation. Among those who also took part were Ann Slattery, of Buffalo Grove, a home economics teacher at Hersey High School, and Al Kane, a science teacher at BGHS.

Since not enough teachers and counselors within the district registered, organizers opened the program to those like Kaye, who live in Harper feeder-school districts.

They could sign up for anywhere from five to 20 days of field trips to businesses and industries throughout the Chicagoland area. Fred Barr, a retired businessman who volunteers for the districts, put together the tours.

He was assisted by Donna Epton, also of Buffalo Grove. She is a college and career counselor at Schaumburg High School. They lined up visits to two businesses a day.

Kaye opted for all 20 days because she wants to be able to inform her students of all that is out there for them. "We were able to meet with people in human services," she says, "and they told uswhat they are looking for in a job candidate."

One of the goals, says Kaye, is to identify students who will benefit from a technical preparatory program so they can take necessary courses before they leave high school. She also wants to direct them to available internships during the summer before their first year and between the first and second year at Harper.

Kaye says she wanted to look for career directions in salaries, industry growth, occupational outlook, necessary educational background, and schools the businesses find worthwhile.

Among the stops Kaye made were such diverse businesses as the Levy Brothers Restaurants at the Arlington International Racecourse, Nordstrom's Department Store in Oak Brook, an Eddie Bauer store, Steiner Electronics, tool and die companies, Sears Technology Services, Good Shepherd Hospital, Johnson Controls, Roman, Inc., a manufacturer of a space-age material called Solarcrete that heats and cools year-round, and two visits to Motorola — one in telecommunications, the other in computer operations.

At the track, the group visited the exclusive sky boxes, while at Nordstrom's they learned about fashion merchandising from a local buyer who began her career in a summer job, illustrating first-hand how the company (like so many others) promotes from within.

One highlight stop, says Kaye, was the state-of-the-art Green Tree Day Care Center, operated by Servicemaster in an office building near Woodfield. "Moms can come to breast feed and check on children, and because rents are low, salaries are higher, drawing better teachers."

BEST COPY AVAILABLE

Chicago Tribune

Sunday, April 21, 1991 $1.50

'Tech prep' points students at jobs

By Marja Mills

Dozens of Chicago-area high schools, worried that vast numbers of teenagers are drifting through school with little direction and meager job prospects, are devising a new and potentially controversial technical line of study.

This new "tech prep" track, as it is known, doesn't follow the usual vocational education path, nor the traditional college preparatory route.

Instead, it is loosely designed along European lines to prepare students for such rapidly growing jobs as computer technicians, electronics specialists and even registered nurses—jobs that require both head and hands, academic grounding and technical training.

But as businesses across the country embrace tech prep programs as a way to improve the workforce, some parents shudder at the thought of a 15-year-old deciding so young to forgo college for the promise of a job, even a well-paying one.

Many worry that the allure of steady work and a decent salary will cause teenagers to dramatically limit their futures. Others wonder if tech prep isn't a new name for the same lackluster vocational education programs suffering declining enrollment in many high schools.

"Our whole American way is against tracking, saying at an early age that this is what you're destined to be and so we're going to put you in this program," said Ione Phillips, a spokeswoman for the American Vocational Association, which supports the tech prep experiment.

"We're in favor of personal choice, and the downside has been that a lot of kids have been lost in the system."

Indeed, state education offi-

See Tech, pg. 9

Continued from page 1

cials say the far-reaching initiative is at the center of efforts to pay more attention to what tech prep advocates call the neglected majority—those students neither at the top nor the bottom of their class.

New technology, especially computers, has blurred the line between many white collar and blue collar jobs, and high school classes should reflect that, they say. Besides, many educators contend, parents and their young students have a radically unrealistic view of how many people ever go on to earn bachelor's degrees, much less become lawyers or engineers.

State education officials estimate that fewer than 20 percent of Illinois high school students go on to earn bachelor's degrees within eight years, if ever. At the same time, businesses facing labor shortages are eyeing those students who rank in the second and third quarters of their class as their best prospects for filling their service and blue- and white-striped collar jobs.

Now, in Chicago and Palatine, Joliet and Grayslake, Champaign and Rockford, as well as 11 other sites across Illinois, administrators at community colleges are sitting down with neighboring high school officials to develop the new track.

The federally funded program borrows heavily from some of the vocational training methods common in European education systems, but with some big distinctions. It is voluntary, and students can leave the program if they decide it's not for them.

They also can continue on to earn bachelor's degrees later, though state education officials expect relatively few to do so.

Richard Miguel, assistant state superintendent for adult, vocational and technical education, concedes the program faces some stiff opposition in its goal of expanding to most Illinois high schools within five years. Though Gov. Jim Edgar has requested the state kick in $3 million for the program, Miguel said, some schools remain wary of developing whole new classes and programs.

"There are some tough political, administrative and attitudinal barriers to doing this," Miguel said. "Some high schools don't want to restructure this much."

Still, Miguel said, "I think this really does hold out a new hope for high schools. It gives a real solid alternative for that middle 50 pecent [of students]. The idea is to give these kids opportunities, not take them away. They can still go to college or choose a different occupation anytime they want."

The program targets not only traditional vocational education students but also some youths who might otherwise have gone right on to college. That marks a leap in philosophy for high schools that long have been reluctant to steer any students away from college if they possibly could go.

As young as age 14, students can jump on the new tech prep track, which steers students to careers in five major fields: business, industry and manufacturing, health, home economics and agriculture.

In their freshmen and sophomore years, tech prep students take math, science and other standard classes, but with an emphasis on hands-on learning and applying skills to daily life. At the end of their sophomore year, students choose a field, such as banking or manufacturing, and take some classes tailored to those areas.

Those classes lead to another two years of study at the community college, which coordinates its curriculum with the high schools. Armed with an associate degree or certificate and summer internships in their field, students then venture out to find full-time work.

Amanda Clark, a senior at Schaumburg High School, is one of two dozen students in her area to give the program an early try. As part of a pilot program with Harper College in neighboring Palatine, she chose to specialize in banking and insurance.

Though she was accepted to several four-year colleges, Amanda plans to continue with the program. This summer, she will be placed in a paid internship with a bank or insurance company. Next fall, she starts the two-year-program at Harper, one designed to build on what she learned at Schaumburg High.

"I had a hard time deciding," said the 17-year-old, who describes herself as an average student, more

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Tribune photo by Michael [illegible]

Students from Elk Grove and Schaumburg High Schools tour the offices of Zurich-American Insurance Co. in Schaumburg as part of the new "tech prep" program being offered at the schools.

interested in business than academics. "But everyone told me you need experience to get a job and that made the difference for me. . . . I didn't have a very good idea what was out there. This will give me something to go by."

But her mother said the idea of tech prep took some getting used to.

"I had a hard time with it at first," Sharon Clark said. "She'll miss the college life, the camaraderie there. But it looks like her earning power will almost be the same, and I think it's a good opportunity for her now."

Eventually, Amanda said, she hopes to earn a bachelor's degree but only after she has more money and a particular major in mind. Like many students attracted to tech prep, she said, she saw too many friends and relatives struggle to find work after high school and even college.

"If you look at the fastest growing occupations and the ones with the most job openings expected from now to the turn of the century, you see most of them require some school beyond high school but not a four-year college degree," said Dan Hull, coauthor of "Tech Prep Associate Degree," a new book that champions the tech prep track.

Seventeen sites plan to launch tech prep programs in the fall, and expand the choices of occupations they offer over several years, Miguel said. Another 10 plan to undertake a year's planning and then offer the program in the fall of 1992, he said.

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Daily Herald
PADDOCK PUBLICATIONS Saturday, January 26, 1991

FRONT PAGE

Program to let high schoolers try out prospective careers

By Beth Wilson
Daily Herald Staff Writer

Students in three area high school districts may enroll next school year in a new technical career program — one that offers academic courses, paid internships and college credit.

Students in Northwest Suburban High School District 214, Palatine-Schaumburg High School District 211 and Barrington Unit District 220, who qualify for the tech-prep degree program, may apply for a full-time summer internship at one of eight area companies, depending upon their field of interest. Internships are expected to be offered in banking, insurance, drafting, electronics, manufacturing and other areas.

In addition to gaining hands-on experience in their chosen career, students would receive competitive wages and college credit from Harper College in Palatine, said Pamela J. Block, manager of Career Cooperative. The organization, headquartered at District 211, sponsors the program.

Successful students are then guaranteed priority consideration for a full-time position with that company, she said.

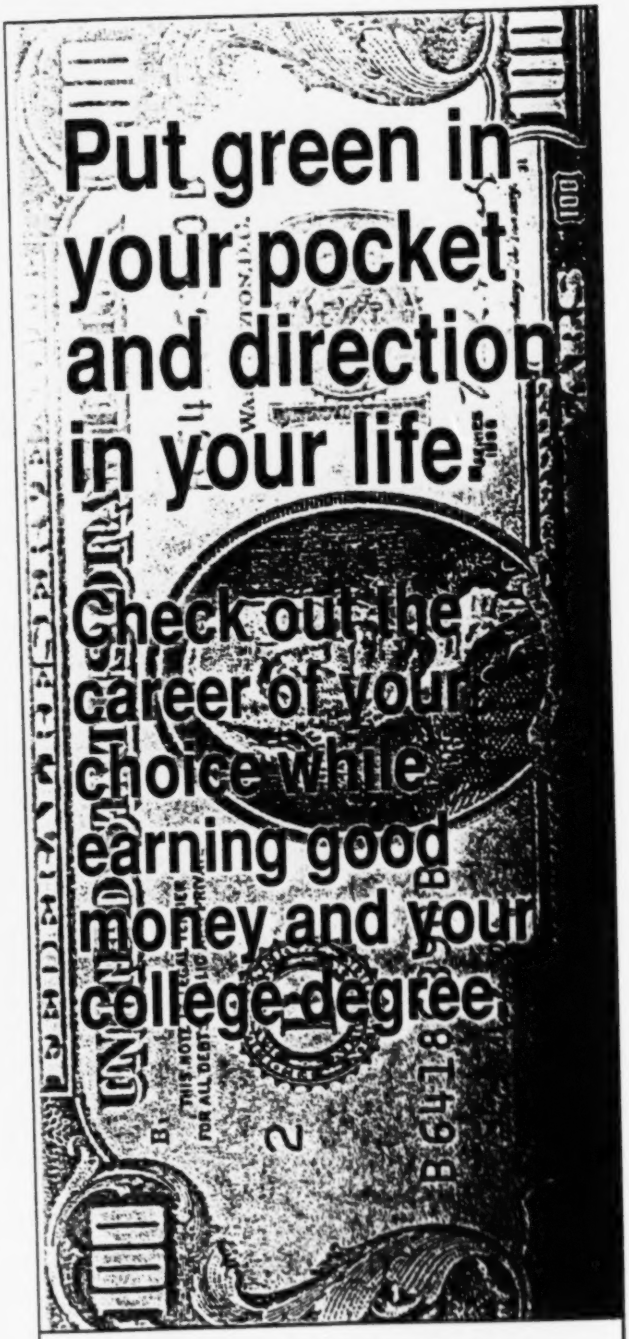
To be eligible, prospective high school juniors and seniors must have an exellent attendance record, a "C" average, and exhibit a positive attitude toward school, work, relationships and the tech-prep program.

School officials said the program will open doors to those students not attending college. It will also give students a taste of prospective careers early in life, they said.

"It's going to provide them with a viable career," said District 214 board president David R. Wiltse.

Plus, businesses will benefit, Block said, because they often have difficulty filling these positions.

Businesses participating in the program include: Allstate Insurance Co., in South Barrington, Hewlett-Packard in Rolling Meadows, Household Bank in Prospect Heights, Illinois Department of Transportation in Schaumburg, Motorola, Inc., in Schaumburg, Pulte Home Corporation in Hoffman Estates and Siemens Gammasonics in Hoffman Estates.



Put green in your pocket and direction in your life!

Check out the career of your choice while earning good money and your college degree.

Tech-Prep Degree Programs

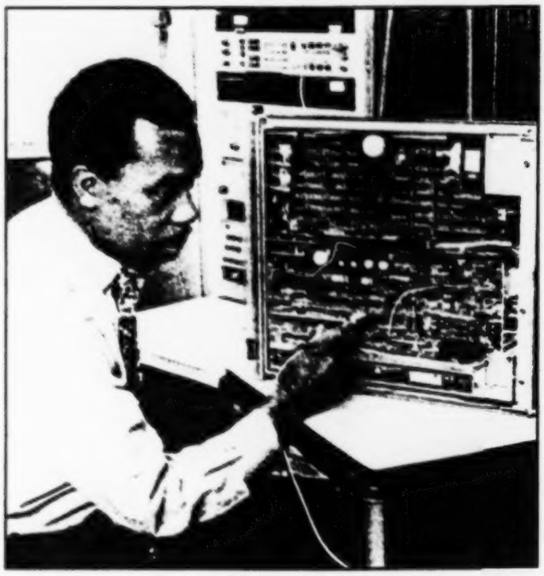
What is the Tech-Prep Degree Program?

It is your path to paid summer internships which help you try out the career of your choice and gain priority status for a full-time job with your internship employer when you finish your required classes. By linking high school academic and technical courses to post high school internships as well as to college training, Tech-Prep ensures that you will have the skills needed to put you on the road to success.

Who may register for the Tech-Prep Degree Program?

High school students who:

- are prospective juniors or older
- have been successful in their classes
- have an excellent attendance record
- demonstrate a positive attitude toward school, work and personal relationships
- have a sincere interest in completing one of the Tech-Prep Degree Programs



What does the Tech-Prep Degree Program have to offer you?

- **Opportunity to change your career or educational path along the way**
    - employment after high school
    - certificate or Associate of Applied Science Degree (A.A.S.) in a Tech-Prep Degree Program from Harper College
    - employment, after earning a community college degree, in an upwardly mobile career at a salary level matching your advanced training
    - a Bachelor of Science (B.S.) or Bachelor of Arts (B.A.) degree in a coordinated Tech-Prep Degree Program
- **Paid summer practicums and internships** which will give you
    - wages competitive to those that your friends will be earning in summer jobs

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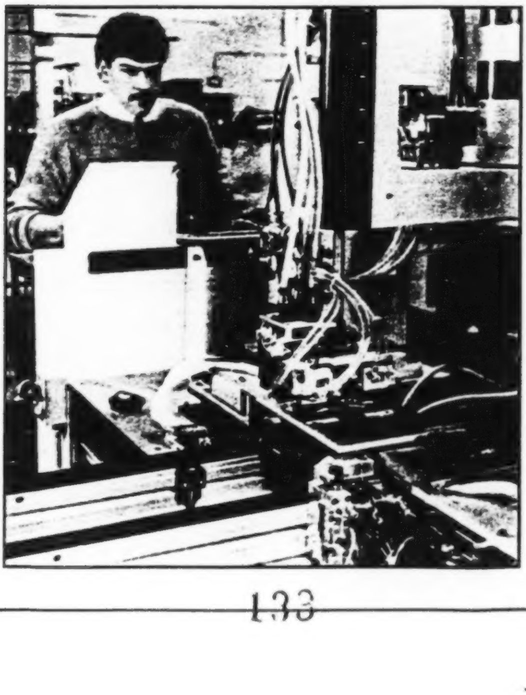
  - a head start to try out your chosen career path to see whether you like it before you invest a lot of time and money taking courses to prepare for it
  - a chance to have a major employer see you work and determine if you are right for them
  - college credit
  - work experience that gives you an edge when seeking a job

- **Involvement with a large, well-known employer** such as Allstate Insurance Company, Hewlett Packard, Household Bank f.s.b., Illinois Department of Transportation, Motorola, Inc., Siemens Gammasonics Inc., and Pulte Home Corporation
- **Priority consideration for employment** by your internship company for an upwardly mobile career at a salary level that matches your advanced training
- **Tuition reimbursement programs** sponsored by employers which can help you pay for further education for a B.A. or B.S. degree and possibly more



Why do employers like Tech-Prep Degree Programs?

"Qualified technicians are in such short supply here that we have to recruit from outside of our six-county metropolitan area to fill these positions. We anticipate a need for 60 technicians in 1991 and I do not know where we are going to find them. We are looking forward to having Tech-Prep help meet our need for skilled technicians. Successful program graduates will be given special consideration for available positions we have which would utilize their background and training gained from the Tech-Prep Program."

Linda Petersen,
Manager of Employment Services
Illinois Department of Transportation (IDOT)
Schaumburg

"One of the biggest problems we find is that recent graduates often know a lot of electronics theory, but do not have the troubleshooting skills necessary to make efficient repairs. Tech-Prep addresses this by providing students with internships which give them an opportunity to put classroom theory into practice in the work world. The electronics industry has a large demand for technicians at all levels, offering many opportunities for career advancement and good pay. Often technicians will cross over not only into various types of engineering, but into business administration and sales as well."

Bob Chandler,
Service Center Supervisor
Hewlett-Packard
Rolling Meadows

What Tech-Prep Degree Programs will be available?

Six Tech-Prep Degree Programs will be offered at your high school in the 1991 - 1992 school year. They are:

- Corporate Careers (Banking and Insurance)
- Drafting/Computer-Aided Design
- Electronics
- Fire Science Technology
- Heating and Cooling
- Manufacturing and Fabrication

Other Tech-Prep Degree Programs will be added in the future.

For more information and registration details, contact your counselor or one of the program teachers or call the Career Cooperative at 359-3300, ext. 301.

The Career Cooperative coordinates career training programs for students in High School Districts 211 and 214, Barrington Community Schools District 220, and Harper College. By linking education to business and industry throughout the northwest suburbs, the Career Cooperative also provides opportunities for job placement, career change, and skill development for career advancement.

Photographs were taken by Harper College.

Funds for this brochure were provided by a grant from the Illinois State Board of Education Department of Adult Vocational and Technical Education.

Issue 1
September 1990

CO-OP NEWS

Career Cooperative

"Linking Education to Careers"

Township High
School District 211

Township High
School District 214

Barrington
Community Schools
District 220

Harper College
District 512

Cooperative charts new course with Tech-Prep Degree Programs

This fall, the Career Cooperative will begin coordinating the development of plans for a new level of programming, called Tech-Prep Degree Programs, which blends academic courses with vocational-technical training to better prepare students for the wide range of upwardly mobile career opportunities afforded by changing technology.

The unique Tech-Prep Degree Programs, six of which will be available to students beginning in the 1991-92 school term, reflect the charting of a new course for the Cooperative. The programs will link high school academic and vocational courses with paid summer internships after high school and two years of community college training. After receiving their associate degree, Tech-Prep students will be prepared for employment or for continuance into a four-year college degree program. By strengthening the linkage between the Cooperative's member high school districts, Harper College, and four-year colleges and universities, Tech-Prep Programs will enable students to move on to post-secondary education without missing a step.

"This is a whole new track for students who have a defined level of academic skills and want the chance while in school to apply these skills as they pursue potential careers in expanding technology fields, including manufacturing," said George Dorner, dean of technology, mathematics, and physical sciences at Harper College.

Many students who have pursued technical four-year college degrees say they wish they had taken advantage of "hands-on" experience in these areas while still in high school.

"When I started my engineering classes at the University of Illinois, I regretted that I hadn't taken any drafting, manufacturing, or electronics classes in high school," said Julie Jewell, a 1983 Rolling Meadows High School graduate, who is now a staff consultant developing and integrating computer information systems for Andersen Consulting in Evanston. "The college-prep track I was on did not include any vocational classes, which was unfortunate considering how valuable that background and exposure would have been for me."

The Cooperative's Board of Control has targeted 17 Tech-Prep Degree Programs for development over the next three years, joining the current, prominent, nationwide movement toward developing these programs for mid- to higher-level students.

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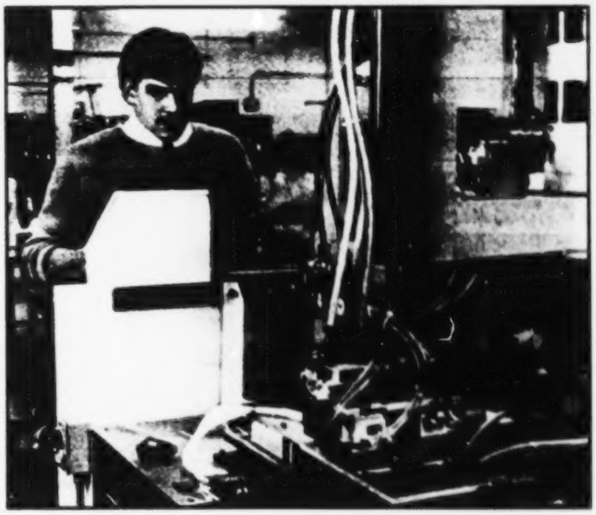

The Career Cooperative's new Tech-Prep Degree Programs blend academic courses with vocational-technical training in order to better prepare students for the wide range of upwardly mobile career opportunities afforded by changing technology.

Inside:

Recognition event upcoming

V.I.P. offers more than ever

New faces

Cooperative sets new goals

Tech-Prep Degree Programs chart new course

(continued from page one)

The first Tech-Prep Programs being developed by the Cooperative this school year will focus on the areas of drafting/computer-aided-design, electronics, manufacturing and fabrication, heating and cooling technology, fire science technology, and business information management. The resources to help develop and implement the programs will be provided by federal grants of $52,620 recently awarded to the Cooperative.

Industry representatives will assist educators in developing Tech-Prep curriculums which will follow the planning model developed for the Cooperative's Corporate Careers program. Providing students with an opportunity to train for a variety of front-line careers in the banking and insurance industries, the Corporate Careers program is being piloted at three high schools this fall and will be expanded to other member schools of the Cooperative in 1991-1992.

"Traditionally, schools have paid a lot of attention to the top and bottom 20 percent of students, leaving the middle 60 percent virtually neglected with respect to career training and goal development," Dorner said. "The system cries for change and Tech-Prep is the way to achieve this change while meeting both student and job market needs."

Co-Op adopts new goals

Two of the Career Cooperative's 1990-1991 goals, highlighted in this newsletter issue, are to:

- develop a concise mission statement to be used as a basis for the Career Cooperative's operation.
- provide articulated, sequential vocational/career programs responsive to current and future student and employment needs.

These goals are in addition to those required by the state and to those past goals now built into the operational procedures of the Cooperative.

The benefits Tech-Prep offers students are many. These include:

- an integrated sequence of technical and academic courses
- the academic entrance requirements for admission to a four-year college
- the opportunity for remedial help with basic skills for students who do not meet initial program entrance requirements
- flexibility for entering and completing the program
- the technical skills in demand for upwardly mobile careers in tomorrow's workplace
- the chance to earn good money through summer internships
- the chance to explore a career
- the potential to earn at least a two-year associate degree
- the potential for employment in a chosen field at a salary level appropriate for the advanced training
- the possibility for having employers underwrite the cost of a remaining four-year degree

Following high school graduation, Tech-Prep students will have advanced standing toward a two-year associate degree, be on track for pursuing a four-year degree at a post secondary institution, or be qualified for entry level employment.

Industry has as much to gain from Tech-Prep Degree Programs as students do, said Jerry Baginski, director of education for the Tooling and Manufacturing Association.

"Tech-Prep will provide industry with a pool of qualified workers from which to choose; something we do not currently have," he said. "In the Chicago area alone, 750 high-paying precision metal working jobs go unfilled every year."

By being involved in the development of the Tech-Prep curriculums, industry will be able to ensure that graduates have the strong academic, problem-solving, and technical skills required to meet the demands of today's workplace, Baginski said.

The industry-based training provided by Tech-Prep internships is a key feature to making these programs a success, he said.

"Most people coming out of school have no idea how to apply the skills they learned in the classroom," Baginski said. "Internships provide students with this hands-on experience and also help them develop a good work ethic."

Additionally, internships expose students to state-of-the-art technological equipment they would never see in a classroom, said Jewell, staff consultant at Andersen Consulting.

Through their commitment to developing Tech-Prep programs and providing internships, employers will become more aware of the value of hiring someone with an associate degree, said Pamela Block, manager of the Cooperative. They will find that in many cases two-year college graduates can successfully assume positions traditionally reserved for four-year college graduates.

The timetable for developing future Tech-Prep programs calls for focusing on accounting and finance, child care, fashion, food service, health careers, horticulture, marketing, and visual communication in 1991-92. Tech-Prep programs in domestic and custodial services, home management, international business, and legal services are targeted for development in 1992-93.

V.I.P. experiences show staff what students need to succeed in business and industry

More teachers and counselors participated in this past summer's V.I.P. (Vocational Instructor Practicum) Program than ever before. The 67 participants visited 29 new and different business and industry sites to learn more about today's career opportunities and state-of-the-art workplace technology.

"It was most apparent that with technology changing so rapidly, many of the things we are teaching students today will be obsolete by the time they graduate from college and get out into the work world," said Donald Barrett practical arts division head at Elk Grove High School.

"Rather than stressing facts and figures, we need to be teaching high school students how to learn so they will be able to adapt to changing job requirements throughout their lifetimes," he said.

Whether students opt for a technical or service-oriented career, they will be expected to speak and write effectively, employers said. This ability combined with a good work ethic and related work experience will give students an edge in the job market, they said.

V.I.P. experiences, like this one at The Brickman Group Ltd. in Long Grove, made teachers and counselors more aware of the myriad of career opportunities available today and the skills and qualities students must have in order to successfully assume these roles.

"We were told that high school students who want to be engineers should study drafting, metals, and electronics along with science and math so they learn to apply their knowledge," said Chris Kontney, applied technology teacher at Schaumburg High School.

These insights were gained from two popular industry overviews specifically tailored for home economics and technology teachers. Home economics teachers toured service-oriented operations ranging from the United Airlines flight kitchen to J.C. Penney's custom decorating division, both in Elk Grove Village.

Technology teachers focused in on the areas of automated manufacturing, computer information systems, engineering, communications technology, and building construction. Counselors participated in a two-week overview which exposed them to careers in everything from horticulture and chemical and environmental technology to healthcare and franchise services.

"Until I visited ServiceMaster, I thought the company offered only cleaning services," said Anna Marie Yates, a counselor at Elk Grove High School. "Now I know they also are involved in child care, food management, lawn care, and pest control services."

"Our main goal is to help students make appropriate career choices," said Rita Maves, HERO (Home Economics Related Occupations) coordinator at Hersey High School. "We can only do this if we know what jobs are available and understand what is necessary to succeed in them."

One of 14 teachers who opted for a two-week V.I.P. internship, Maves worked at the J. C. Penney Company store in Woodfield. Having spent a day in every department, she said she can now explain the various retailing career options from buying to visual merchandising, help her students make choices best suited to their abilities and interests, and start them on the track toward achieving their goals.

"Everyone in education should take advantage of V.I.P. experiences in order to keep up with what is really going on in business and industry," Barrett said.

Recognition event nearing

Exemplary students, educators, and business partners will be saluted for their outstanding efforts and accomplishments in vocational education at the Career Cooperative's third annual recognition event set for Wednesday, October 17 at Harper College. Attendance is by invitation only and responses must be returned to the Co-Op office by October 10.

Richele Soja
Assistant to V.P. of Nursing
Rush-Presbyterian-St. Luke's
Medical Center, Chicago
Keynote Speaker

This year's keynote speaker will be a 1979 Palatine High School graduate who has succeeded on the management fast-track. Starting as a staff nurse in 1983, Richele Soja last month was named assistant to the vice president for nursing at Rush-Presbyterian-St. Luke's Medical Center in Chicago. Previously, she served as assistant head nurse, nurse recruiter, and director of employment services for the medical center. Soja holds a bachelor of science degree in nursing from the University of Iowa and a Masters in Business Administration from Rosary College in River Forest.

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Two new faces join Co-Op office staff

Marianne Roberson

One of the new voices answering the phone at the Career Cooperative belongs to Marianne Roberson. She started as the Cooperative's secretary on July 2.

Marianne came to the Cooperative from General Electric in Cicero where she worked as a secretary for 30 years until her division relocated to Decatur, Alabama.

"I always said I would be there until they closed the place down and that's exactly what happened," Marianne said.

Going from being an "old-timer" to being the "new kid on the block" has required some adjusting, but the friendly and helpful staff at the District 211 administration building has made the transition easier, Marianne said.

"I am enjoying being part of a system that is helping young people acquire the skills they need to qualify for a job," she said.

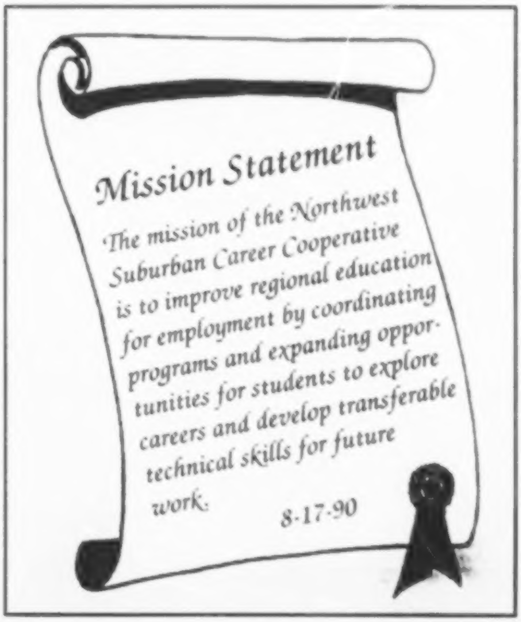
When she is not working, Marianne keeps busy "civilizing" her five-month-old Shetland sheep dog, Amber, and tending to the roses which border her Lombard backyard.

Kathy Weber

Kathy Weber is the Cooperative's new part-time bookkeeper/database specialist. She lives in Wheeling with her husband, Richard, and their six-year-old daughter, Dani. As a family they enjoy camping, swimming, hiking, and bike riding. When time allows, they escape to their 35-foot camper in Milton, Wisconsin. Kathy also enjoys gardening, racquetball, and collecting recipes — her favorite being a Texas chocolate cake.

Before joining the Cooperative, Kathy worked for Illinois Bell for 20 years. During that time she worked as a repair clerk, a manager, and in construction where she read blueprints, handled the payroll, and ordered outside equipment like cable, telephone poles, and transformers.

"There were many times I was called out in the middle of the night to get things running again and that was very exciting, but now I am at the point where I want to spend more time with my daughter," she said. "This summer was the first summer I was off since I was in high school."



Mission Statement

The mission of the Northwest Suburban Career Cooperative is to improve regional education for employment by coordinating programs and expanding opportunities for students to explore careers and develop transferable technical skills for future work.

8-17-90

CO-OP NEWS is a bimonthly publication of the Northwest Suburban Career Cooperative, an Education for Employment system of Township High School Districts 211 and 214, Barrington Community Schools District 220, and Harper College District 512. Permission is hereby granted to reprint articles with credits.

Career Cooperative Manager
Pamela Block

Newsletter Editor
Sheryl Jedlinski

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Provided by Harper College

For additional information or extra copies of the newsletter, contact:

Career Cooperative
1750 S. Roselle Road
Palatine, Illinois 60067
(708) 359-3300

Issue 2
December 1990

CO-OP
NEWS

Career Cooperative "Linking Education to Careers"

Township High
School District 211

Township High
School District 214

Barrington
Community Schools
District 220

Harper College
District 512

Inside:

Corporate Careers students honored

High school builds basis for success

Five Career/Tech-Prep Programs to prepare students for tomorrow's jobs

"Qualified technicians are in such short supply here that we have to recruit from outside of our six-county metropolitan area to fill these positions," said Linda Petersen, manager of employment services for the Illinois Department of Transportation (IDOT). "We anticipate a need for 60 technicians in 1991 and I do not know where we are going to find them."

"Popular opinion is that if you are not qualified for anything else, you can always go into manufacturing, but this is not so," said Patty Barten, manufacturing manager at Motorola, Inc. "Today's manufacturing environment requires everyone to have good technical skills, be computer literate, work with statistics, do budgeting and cost tracking, make formal presentations, communicate with customers, and continue learning on-the-job as technology advances."

"At leading electronic companies, the salary potential of a skilled, experienced technician may overlap that of a less experienced engineer," she said. "Also, manufacturing positions have growing opportunities for career advancement."

It is to better prepare students for tomorrow's jobs, that the Career Cooperative's Board of Control approved five Career/Tech-Prep Programs on November 14. These programs will be implemented in all high schools of the region in the 1991 - 1992 school year. The programs are Drafting/Computer-Aided Design, Electronics, Fire Science Technology, Heating and Cooling Technology, and Manufacturing and Fabrication.

The Tech-Prep Degree Programs link high school technical and academic courses with paid summer internships after high school and two years of community college training. Successful program graduates are guaranteed consideration for employment in upwardly mobile careers at a salary level appropriate for their advanced training. In many cases, participating employers may help underwrite the cost of a remaining baccalaureate degree for qualified candidates.

"One of the biggest problems we find is that recent graduates don't have the ability to readily apply the skills they were taught in the classroom and we have to do a lot of on-the-job training before they can be productive," Barten said. "Tech-Prep addresses this by providing internships allowing students to apply classroom knowledge and skills to solve work-world problems with current work tools."

(continued on next page)

The Cooperative's new Tech-Prep Degree Programs link high school technical and academic courses with paid summer internships after high school and two years of community college training in order to better prepare students for tomorrow's jobs.

Tech-Prep prepares students for tomorrow's jobs

(continued from page one)

"We are leading the national focus of Tech-Prep Program development," Pamela Block, manager of the Career Cooperative, told those attending this year's recognition event. "We look to you, our community to help this succeed. You are our planners, our educators, our marketers, our students, our parents, and our employers. We ask for your dedicated support to help lead Tech-Prep Programming into a quality, viable educational path for students."

Tech-Prep task forces, made up of key educators and representatives from business and industry, worked this past fall to develop the plans for each of the five Career/Tech-Prep programs. Identified in the plans are the technical and academic competencies needed by students for employment in the occupational areas related to the programs. Among the participating employers were Hewlett-Packard, Motorola, Inc., the Illinois Department of Transportation, and Pulte Home Corporation.

Employers in all fields stressed the need for students to have, in addition to good technical skills, the ability to communicate both verbally and in writing, to solve problems, and to exhibit positive work behavior.

"We need to start helping students develop a good work ethic by integrating its concepts into existing courses," said IDOT's Petersen, a member of the Drafting/CAD task force. "Young employees have to learn to be dependable, to be on time, and to do the work they are assigned to do without complaining."

"Often we find that young employees do not want to start at the bottom and work their way up," she said. "They do not understand that someone has to make copies and collate reports and it is not going to be their boss. All of our students eventually will work and they need to know what will be expected of them."

Also key to work world success is the ability to diffuse difficult situations, resolve conflicts, and work as part of a team, said Mike Henson, senior design engineer for RECON OPTICAL, Inc. in Barrington and a member of the Drafting/CAD task force.

"We should be teaching active listening skills and developing students' cultural sensitivities so they can work effectively in small group situations with people from different backgrounds, which is the way much of today's work is performed," he said.

High school built foundation for success

The interpersonal and organizational skills she developed as well as the solid educational background she received in high school have been key to the achievements of Richele Soja, a 1979 Palatine High School graduate, who has advanced quickly through the ranks of hospital administration.

Speaking to some 200 people at the Career Cooperative's third annual recognition event on October 17, Soja, assistant to the vice-president of nursing at Rush-Presbyterian-St. Luke's Medical Center in Chicago, said the classes she took in high school as well as the skills she developed by participating in extracurricular activities, including cheerleading, chorus and National Honor Society, have been invaluable in her climb up the ladder of success to date.

"Cheerleading involved regimented practices, assignments to complete on deadline, goals to accomplish, group dynamics to function within, an image to maintain, and new squad members to orient," she said. "Through it all, I learned about discipline, responsibility and leadership — keys to success in the work world."

(continued on back page)

Honored as outstanding educators at the recognition event were (from left to right, standing and then seated) William Howard, dean of continuing education/program services, Harper College; Paul Fuller, director of business services (until 1990), District 211; Michael Lackman, fire science technology coordinator, Harper College; Gloria Lorenz, cooperative education teacher, Rolling Meadows HS; Mike Sons, technology teacher, Rolling Meadows HS; Norm Rathje, cooperative education teacher, Buffalo Grove HS; Pat Wisner, continuing education health coordinator, Harper College; and Donna Epton, college and career counselor, and Sue Rucks, business education department chair, both of Schaumburg HS. Also recognized, but not pictured, were Robert Christensen, cooperative education teacher at Elk Grove HS; Robert Luby, former business education department head, Barrington HS; and Clyde Slcoum, superintendent of District 220.

First Corporate Careers students honored

The 21 students accepted into this first year's Corporate Careers Program and their parents were honored at a September reception held at the Allstate Commercial Plaza in South Barrington. The reception gave them and employers an opportunity to meet and become more familiar with the program and its goals.

"It is a win-win situation when you put the whole package together," William Walsh, assistant vice-president of Allstate, told the group. "Students obtain great jobs, a head start on their way up the company ladder, and an opportunity to have their employer pay for part of their college education. At the same time, with their industry specific skills, experience and interest, these students will bring more to their employers in the beginning than a traditional college graduate would."

Being piloted at Barrington, Elk Grove, and Schaumburg High Schools, the Corporate Careers Program provides students with an opportunity to train for a variety of front-line careers in the banking and insurance industries. It is the first of the Cooperative's Tech-Prep Degree Programs which link high school technical and academic courses with paid internships and two years of community college training.

Successful program graduates will be guaranteed consideration for employment in their chosen field at a salary level appropriate for their advanced training. There will also be the possibility for having employers underwrite the cost of a remaining baccalaureate degree.

"The opportunities for employment are tremendous, with the insurance industry being the largest commercial employer in Illinois," Sue Hickman, employee relations representative for Zurich-American Insurance Group, told parents and students. "The extent and diversity of positions and career paths available is equally large. Zurich alone has more than 700 job titles. There are a lot of career options from which individuals may choose."

Students have an opportunity to train for front-line careers in the banking and insurance industries through the Corporate Careers Program, the first of the Career Cooperative's Tech-Prep Degree Programs.

These options include insurance specific careers, such as underwriting and premium auditing as well as careers in the more general business disciplines of accounting and human resources, she said.

The banking industry too has many more career options and opportunities for advancement than most people realize, said Marie Melle, operations officer for NBD Elk Grove Bank.

"Our current operations officer started out in an entry-level position in our bookkeeping department 12 years ago," she said. "The growth opportunity that was there for her is there for you too."

It is this potential for a head start on a business career path that attracted Patrick Shields, a junior at Schaumburg High School, to the Corporate Careers Program. He also likes the idea of working and earning good money while he learns.

"By getting firsthand experience in the business world through the Corporate Careers Program, I will be better able to decide what I want to do with my life," said Scott Christesen, a junior at Elk Grove High School. "I had always planned on going to a four-year college right after high school, but now I am uncomfortable with the idea because I don't know what I want to major in."

"Trying out the career I am interested in before I graduate from college will give me the chance to make sure I am making the right career choice before it is too late to change my mind," said Lynette Novy, a senior at Barrington High School. Her mother, Arlene Novy, agreed.

"I have several children and all have taken different educational paths," Mrs. Novy said. "Starting out on a four-year college path is not a guarantee of happiness and success. There are many different ways to get to the same place and each person has to find the right way for them."

With strong interest in the Corporate Careers Program, it is already scheduled to be expanded to other schools in Districts 211 and 214 next fall. Also in the planning stages is a Career Day to be held at the participating businesses. This will give students an opportunity to see what these companies are like and how they work, Walsh said.

High school built foundation for success

(continued from page 2)

Honored for their strong vocational skills, the 16 exemplary students who received awards at the recognition event also are involved with numerous extracurricular activities which help make them the well-rounded individuals they are. In addition to their academic pursuits, the student award-winners are involved in the whole range of athletic programs, as well as with cheerleading and pom pom squad, student council, National Honor Society, band, HERO, math team, and Service Over Self Club to name just a few.

It was the students' achievements in vocational classes, their defined career goals and their participation in extracurricular activities that provided the basis for their selection as exemplary students.

Along with the students, 12 outstanding educators were recognized for the support, effort and time that they have devoted to the development of the Career Cooperative. An additional 48 teachers and counselors and 47 employers were saluted for their participation in this past summer's Cooperative-sponsored Vocational Instructor Practicum (V.I.P.) program.

Saluted for their outstanding efforts and accomplishments in the area of vocational education were (from left to right, top to bottom): Sandra Carlson, Fremd HS; Jacqueline Nguyen, Hersey HS; Jennifer Gallet, Prospect HS; Joseph Costabile, Palatine HS; Jennifer Haeger, Schaumburg HS; Larry Rhyner and Dan Hoijer, Rolling Meadows HS; Douglas Schein, Buffalo Grove HS; Rikha Patel, Hoffman Estates HS; Christine Hickey, Wheeling HS; and Laura Sunderlage, Harper College. Also recognized, but not pictured, were Heather Brandt, Elk Grove HS; Kathi Haberstich, Barrington HS; Laura Hubka, Harper College; Dan McGarvey, Conant HS; and Mike Silvio, Hersey HS.

Three businesses were also honored for their outstanding partnerships with education. The businesses are Arlington Academy Cosmetology Career Center; Household Bank/Household Finance, with multiple sites in the northwest suburbs; and Zurich-American Insurance Group in Schaumburg. All have offered their facilities for on-site training of students, served as educational sites for teachers and counselors in the summer V.I.P. internship overview program, and assisted the Cooperative in the marketing of vocational education.

"As we move into the 21st century, we will need to evaluate how we are positioned to meet the increasingly higher level of skill and education need that will be required by the jobs of the future," Soja said. "Cooperative education is obviously one way to better prepare and educate individuals to the real working world. As employers, we have a responsibility to do this, but the bottom line is that it is just good business."

As for students, the choices before them are many and the opportunities endless, she said. "My career path is as unique to me as those that students choose will be for them, and that is what is exciting."

Soja advised students to set goals and milestones for themselves in order to measure progress and success along the way. She cautioned, however, that career pathing and planning is not necessarily easy or clear cut.

"It has to be planned, implemented, evaluated and modified," she said. "Although structure to a career plan is important, it is also important for it to be fluid. There really is a chance that there is no one right career decision, so take advantage of every opportunity that you can."

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The mission of the Northwest Suburban Career Cooperative, a partnership of school districts 211, 214, 220, and Harper College and the local community and employers, is to improve regional education for employment by coordinating programs and expanding opportunities for students to explore careers and develop transferable technical skills for future work.

Career Cooperative Manager
Pamela Block

Newsletter Editor
Sheryl Jedlinski

Photographs
Provided by Harper College

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Career Cooperative
1750 S. Roselle Road
Palatine, Illinois 60067
(708) 359-3300

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Issue 3
March 1991

CO-OP NEWS

Career Cooperative "Linking Education to Careers"

Township High
School District 211

Township High
School District 214

Barrington
Community Schools
District 220

Harper College
District 512

Inside:

District 214 unveils applied technology center at WHS

Tech-Prep continues to draw strong support

Placement system has new job developer

Tech-Prep V.I.P. Program expands to include science, math and communication skills instructors

For the first time this summer, science, math and communication skills instructors will have the opportunity to observe how the concepts they teach are applied in business and industry settings. Through participation in the Career Cooperative's 1991 Tech-Prep V.I.P. Program, these instructors also will discover how to better prepare students for the new Tech-Prep Degree Programs and assist the students with their career planning.

Joining with counselors, administrators, and technical teachers, these academic instructors will visit the Career Cooperative's business partners in the new Tech-Prep Degree Programs to learn about the academic and technical skills needed by students for their future careers. Participating educators will be paid $50 per day. Transportation will be provided from Harper College for each day's business and industry overview.

The overviews will be offered in modules according to the schedule below, with daily hours from 8:30 a.m. to 3 p.m. Specific dates for each tour module will be assigned later within the week indicated. Educators may participate in one or more 1 — 3-day tour modules, selecting those that are tailored to their interests and needs.

Visit Tech-Prep partnership companies involved in:

Weeks of June 17 and 24	**Week of July 8**	**Week of July 15**
Drafting/Computer-Aided Design	*Health Care*	*Banking*
Electronics	*Child Care*	*Insurance*
Fire Science Technology	*Fashion*	*Business Information Systems*
Heating and Cooling Technology	*Food Service*	*Marketing*
Manufacturing and Fabrication	*Horticulture*	

Additional options for technical instructors, counselors and administrators include participation in:

- a paid summer internship of one to eight weeks between June 17 and August 23, which may qualify for up to three graduate college credits through cooperating state universities
- a combination of the Tech-Prep overview visits to relevant businesses and industries and an internship, which also may qualify you to receive up to three graduate credits

Applications have been sent to eligible staff members in the districts of the region. Upon their return, they will be processed on a first come, first serve basis. Interested persons should contact Fred Barr, Business/Industry Coordinator, at the Career Cooperative, 359-3300, ext. 321, for further information.

New Center for Applied Technology fosters applied, interdisciplinary approach to learning

With the unveiling of its model Center for Applied Technology (CAT) at Wheeling High School next fall, Township High School District 214 will embark on a new instructional delivery system designed to better prepare students for the 21st century. The focus will be on an applied, interdisciplinary approach to learning, incorporating the use of state-of-the-art technology.

"We have designed the technology lab in response to the vision we have of developing young people who can think critically and solve problems, acquire knowledge and learn to apply it, communicate effectively, and understand and use technology," said Dr. Stephen Berry, superintendent of District 214. "If we do not provide experiences for students to develop these skills, we will never attain that vision, and our students will not be prepared to successfully compete in tomorrow's world of business and industry."

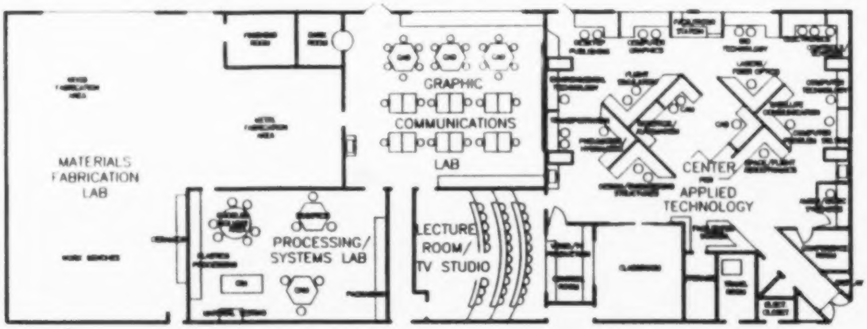
District educators last year concluded that "taking the giant step toward preparing students for the 21st century, required a change in both physical structure and the instructional delivery system," said Grant Winsauer, director of vocational education and grants for District 214. The ongoing curriculum revisions of the past five years were not enough, he said.

After studying what other school districts across the country have done and meeting with representatives of business and industry, District 214 educators designed the CAT and chose Wheeling High School as the site for this model facility, intending it to be a catalyst for further development in the district's five other schools. Some $260,000 has been allocated by the district for the purchase of state-of-the-art equipment and instructional materials for the model CAT.

Carved out of existing space in Wheeling High School's shop area, the CAT will look like a professional research and development facility when completed later this spring, said Linda Babl, practical arts division head at Wheeling. The self-contained center will have its own foyer entrance and will be fully air-conditioned and carpeted. At its heart will be 24, two-person computer work stations, networked to each other and to information systems throughout the country.

The CAT is just one part of a larger technology education complex which also will include a lecture forum and television studio with large screen projection capabilities and a seating capacity of 40 people. Students will use this facility to assemble their own television and video productions, make group presentations, and listen to guest speakers. Portable cameras set up in the center will give students, teachers and visitors a close-up view of work being done there.

There also will be a graphic communications lab with workstations for computer-aided design and desktop publishing as well as full dark room facilities. A processing/systems lab will enable students to explore robotics, computer-aided manufacturing, packaging, and material testing. Students can take projects from here into the materials fabrication lab where they will find all the tools they need to construct what they have designed.


MATERIALS FABRICATION LAB
GRAPHIC COMMUNICATIONS LAB
PROCESSING/ SYSTEMS LAB
LECTURE ROOM/ TV STUDIO
CENTER APPLIED TECHNOLOGY

Wheeling High School Technology Education Complex

Centered around an interdisciplinary approach to learning rather than a technology curriculum, the CAT is expected to involve the majority of the student body at some time in their high school career, Babl said.

Classroom teachers will be encouraged to bring their students into the CAT for applied learning experiences, which the CAT instructors will help design. Science teachers like Nancy Heintz are especially excited about this prospect.

"The CAT will enable students to do many things they cannot do in a traditional science lab, like explore the human body through interactive video," she said. "It will also make many things, like data collection and graphing, easier for students, allowing them to focus on interpreting data and understanding scientific concepts rather than on the mechanics of their tasks. If we can make learning easier and more exciting, students will want to learn more."

"As students see how math, science and English are applied across a variety of fields, they will have more of a reason to learn these subjects," said Art Weidner, an industrial technology instructor at Rolling Meadows High School. "They won't be asking, when will I ever need to know this — they will know when and why from firsthand experiences."

In order to familiarize students with the CAT equipment, freshmen through seniors will be encouraged to take an introductory course called, Tools of Our Times. By doing this, they will become "licensed" to use the equipment to pursue independent educational projects on their own time. Working in pairs, students also will explore a variety of instructional modules, focusing on different types of technology and the career opportunities afforded by each. Assessment will be based on quarterly portfolios which students will develop to show what they have learned.

(continued on back page)

Tech-Prep receives strong show of support

In a strong show of support for the new Tech-Prep Degree Programs, 90 educators and senior business executives, representing 26 partner companies, attended a luncheon meeting to develop further commitment for these programs. Hosted by the Career Cooperative, the meeting was held at the Schaumburg Marriott Hotel on February 26.

The Tech-Prep Degree Programs link high school technical and academic courses with paid summer internships after high school and two years of community college training. Successful program graduates are guaranteed priority consideration for employment by partner companies, many of which also may help underwrite the cost of a remaining baccalaureate degree for qualified candidates.

Six Tech-Prep Programs will be available in all high schools of the region next fall. The programs are Corporate Careers in banking and insurance, Drafting/Computer-Aided Design, Electronics, Fire Science Technology, Heating and Cooling Technology, and Manufacturing and Fabrication.

Speaking for the business side of the Tech-Prep partnership, David Parkerson, financial analyst for Allstate Insurance Company in South Barrington, told those attending the luncheon that, "Tech-Prep is one of those rare deals that is a win-win-win situation."

"It benefits business, students, and our educational systems," he said.

Representing the education side of the Tech-Prep partnership, Dr. Stephen Berry, Superintendent of Township High School District 214, said, "The educational systems represented here today are exemplary, both nationally and at a state level, yet we still must ask ourselves, are we doing the best we can do for our young people?"

"Change in education is difficult to come by," Berry said. "A lot of our traditions have served us well. Yet we are trying to look down the road and be more visionary in developing student programs and services."

Gary Smith, corporate training manager for Toyoda Machinery in Arlington Heights, addressed a crowd of 90 educators and senior business executives at a luncheon meeting held to further commitment to the new Tech-Prep Degree Programs.

With change coming so rapidly, classrooms alone can no longer provide all of the experiences students need to become productive individuals, he said.

"We need to open new doors, to find new ways to use the resources available all around us to best serve young people," Berry said. "We need to get students into your enterprises so they can see the effects and relationships of technologies and various work processes as well as the career opportunities available to them. If we do not do this, we will have fallen far short of what we should do."

Business too has an obligation in the training of future workers, said Gary Smith, corporate training manager for Toyoda Machinery in Arlington Heights. It must commit the time and money necessary to develop and fund meaningful student internship experiences, which are the heart of the Tech-Prep concept, he said.

Business also must communicate its requirements and needs to educational systems so they can continue to review their curriculum and upgrade teacher training in order that both may reflect what is happening in the business world, Smith said.

Through the Tech-Prep partnership, business will obtain a qualified labor pool, shorten the learning curve for new employees, be able to redirect training budgets from basic skills to further development, and lower employee turnover, he said.

"All of this saves dollars, and that makes good business sense," Smith said.

For Allstate, which employs 1,200 people at its South Barrington facility alone, Tech-Prep is "a ray of hope" for meeting future employment needs, Parkerson said.

"It is not unusual for us to lose 15% of our new young college graduates," he said. "They come to us ready to set the world on fire. It is a stark reality when they are placed in an entry level job and discover they are not going to be made CEO in a year or two."

"We are looking for a new type of employee — one who comes to us with some knowledge of our business, is technically qualified, and is willing to stay the course of internal training and grow from within, taking advantage of educational assistance programs to further their development," Parkerson said. "Tech-Prep can provide us with this type of employee."

At the same time, students will obtain marketable skills and education and hands-on career guidance that will serve them well throughout their lives, Smith said.

"Together, we can develop students who can think creatively and analytically, solve problems, apply fundamental knowledge and skills, use technology and work as part of a team," Berry said.

Educational systems will find that Tech-Prep will help motivate students, putting purpose and direction in their lives and giving them a reason to stay in school, Smith said. It also will provide a bridge of communication with business and post-secondary education institutions, he said.

Kristin Spence is new job developer

Kristin Spence started as the Harper College Job Placement Center's full-time job developer this past fall. She makes monthly visits to each of the Cooperative's member district high schools to register eligible students for the computerized placement system. She also makes in-class presentations about the job service, various career areas and job search topics as requested by teachers.

A Hoffman Estates High School graduate, Spence has had experience as a career counselor for a small West Virginia college and as a recruiter for a Chicago-based employment agency. She holds a master's degree in counselor education from Northern Illinois University.

To register students or list a job with the placement center contact Spence at 397-3000, ext. 2953.

Two educators win awards at IVA convention

Two area educators received awards at the Illinois Vocational Association's (IVA) annual convention held in Peoria in mid-February.

Grant Winsauer, director of vocational education and grants for District 214, was named teacher and teacher administrator of the year by the Illinois Industrial Technology Educators Association, an affiliate of the IVA and the American Vocational Association (AVA). He received the award "in recognition of the highest meritorious contribution to the improvement, promotion, development and progress of industrial vocational education."

Jeff Blessman, student occupational studies coordinator at Barrington High School, received the Grace Matteson award from the Illinois Cooperative Vocational Education Coordinators Association (ICVECA), an IVA and AVA affiliate. Named Outstanding Cooperative Education Coordinator, Blessman was recognized for his outstanding service, leadership and direction to ICVECA and its members and for his significant contributions to the vocational education profession.

New Technology Center

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"We are learning a new level of use for technology as an instructional tool that was never available to us before," Winsauer said. "The potential for infusing technology into interdisciplinary instruction and applied learning across all curriculum areas is where the real value lies. Until you use something, you don't really learn it."

The CAT's physical structure and instructional delivery system will demand that students become active, independent learners able to use technology to solve problems. Teachers will take on the role of coaches or facilitators rather than lecturers.

"I am very excited about all we are trying to accomplish, but it is not going to happen automatically," Berry said. "It will require a lot of staff development time and rethinking of the ways we have always done things."

The 20 initial CAT instructional modules, being designed by teams of teachers representing all disciplines and each District 214 school, range from electronics and computer-aided drafting and manufacturing (CAD/CAM), to laser/fiber optics and robotics. As technology advances, instructional modules can easily be added and deleted with minimal expense, Winsauer said.

"The CAT will bring the technology of the real world to students so they can come to know and understand the society they are entering, and gain a more accurate picture of the skills and knowledge they will need to work as well as the career opportunities which lie before them," Winsauer said.

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Career Cooperative Manager
Pamela Block

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Sheryl Jedlinski

Photographs
Provided by Harper College

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Career Cooperative
1750 S. Roselle Road
Palatine, Illinois 60067
(708) 359-3300

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May 1991

CO-OP NEWS

Career Cooperative "Linking Education to Careers"

Township High
School District 211

Township High
School District 214

Barrington
Community Schools
District 220

Harper College
District 512

Career days help students choose banking and insurance direction

Partner companies of the Corporate Careers program recently hosted two career days for students who have been accepted into the program for the 1990 - 1991 school term. The companies described the internships they will have available this summer for those students who are graduating from high school. They also provided a tour of their facilities. In addition, company representatives described their job expectations and characteristics of the workplace.

Nineteen Barrington, Elk Grove and Schaumburg High School juniors and seniors participated in the banking and insurance career days. During the two days, they visited Household Bank in Bloomingdale, Household Retail Services Inc. of Wood Dale, NBD Elk Grove Bank, Allstate Insurance Company in South Barrington, and The Signature Group and Zurich-American Insurance Company, both of Schaumburg.

As a follow-up to the career days, senior students are now in the process of completing their internship applications. They will be assigned to internships by mid-May. Students will work from June 24 through August 16, earning between $6 and $6.50 per hour as well as one college credit from Harper College.

"Having the opportunity to interview six different perspective employers (during the career days) and then select from them is not a situation that usually exists in the marketplace," said Joe Cragan, a Barrington High School counselor. "It was a tremendous opportunity for the students."

Corporate Careers is the first Tech-Prep Degree Program to be implemented in the northwest suburban area. Benefits of Tech-Prep, often not part of a traditional baccalaureate program, include:

- a sequence of academic and technical courses planned by partner companies which will employ graduates
- paid, industry-specific, summer internships for college credit
- an Associate of Applied Science degree in the career area from Harper College
- guaranteed priority consideration for full-time employment in an upwardly mobile position with a partner company
- tuition reimbursement by many partner companies for the Tech-Prep graduate to complete a related baccalaureate degree

Allstate Insurance Company told visiting students on the career day that their experience in the internship

(continued on page 3)

Rita Jastrom of Household Retail Services, Inc., told students not to think that their education will stop with their graduation from high school or college. Employers will expect them to continue taking classes throughout their working life, she said.

Inside:

District 211 students build luxury house

Harper's insurance degree program is first of kind in Illinois

Co-Op names top volunteer

GAC adds new member

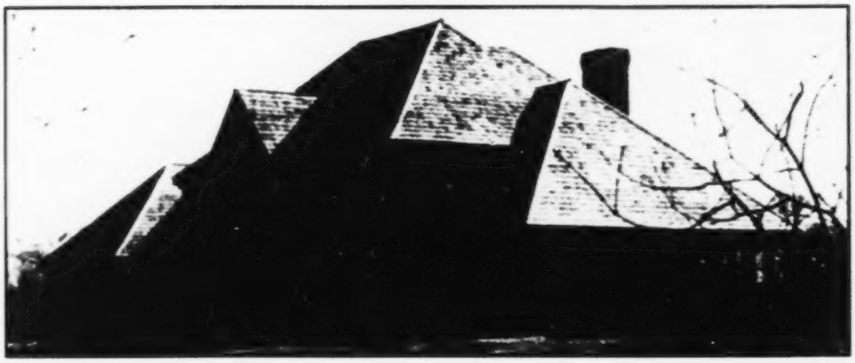
District 211 students construct luxury house

Township High School District 211's 18-year-old Building Construction program has undertaken its largest project ever this year with students constructing a 4,500-square foot house on a 1-1/2 acre lot in South Barrington.

Built by 65 students from James B. Conant and Hoffman Estates High Schools, the two-story, Georgian house has five bedrooms, four bathrooms, two fireplaces, a glass-enclosed porch, a wood deck, a full, finished basement, and a four-car garage. Two months before it was completed, the district sold the house for $593,500, recovering its investment in full.

"To have sold a house in that price range, in the midst of a recession, before it was completed, when other houses in the area have been on the market for at least a year , says something about the quality of house that our students build," said Randy Stennett, Hoffman Estates High School's building trades instructor.

Tim Druhe, a Hoffman Estates High School senior who worked on the project, echoed Stennett's thoughts. "When I stand back and look at the house, I can't believe that we built it," he said "I don't know how we did it, but we did, and I am really proud of that."



The South Barrington house was one of three houses constructed by District 211 students this year. The other two were three-bedroom, two-story, contemporary houses of 1,700 and 2,000 square feet, respectively.

In all three cases, students performed as much of the work as possible, with the emphasis on carpentry work. They also observed and assisted the tradespeople who were subcontractors on the project. Experiences from house to house were not that different, except that students working on the South Barrington project got a firsthand view of the extras that go into constructing a luxury house, said Don Howard, District 211's vocational coordinator .

Students watched and sometimes assisted as professional craftspersons installed a whirlpool instead of a tub in the master bathroom; fit custom cabinets throughout the house; installed Corian stone counter tops instead of Formica in the kitchen; constructed a winding, oak staircase leading to the second floor; installed cedar shingles; and added an all brick exterior, Stennett said. Students had a chance to talk with specific tradespeople and gain insight into the key aspects of their trade.

"With a project of this magnitude, the students really saw the importance of having the different tradespeople cooperate and synchronize their work to get the job done," said Ralph Losee, James B. Conant High School's building trades instructor.

Since its inception in 1973, the Building Construction program has involved 1,120 students in the construction of 27 houses and 13 district structures. Local realtors sell the completed houses for the district. In every case, the sale has offset the district's project costs. Three houses similar in design and size to those constructed this year are on the drawing boards (computer screens) for next year, Howard said.

An average of 36 to 45 students work on each house. Students learn a variety of skills including blueprint reading and building code interpretation, carpentry, site preparation, cement work, framing, roofing, wall treatments, trim work, finishing, and landscaping. When possible, architectural drafting students are involved in designing the houses and drawing the plans, and horticulture students are involved in landscaping the property.

"The on-the-job skill training students receive gives them a headstart over others entering building construction trades jobs," Howard said.

A follow-up study indicated that about 60 percent of the students who completed the program found jobs in related occupations or went to college to pursue related studies like architecture, Howard said. Those who chose careers in other areas gained skills they would use throughout their lifetime as homeowners, he said.

"What cannot be measured is the sheer joy that comes from being part of such a visible and successful project and the pride and sense of accomplishment students feel," Howard said. "Teenagers who are not athletes or accelerated academic students often do not have the opportunity to feel this type of pride and recognition which is key to building self esteem in school."

Open houses set

For a firsthand view of the Building Construction program's student accomplishments, stop in at the following open houses:

May 19, 1:30 - 4 p.m.

- 36 S. Willow Bay Rd.,
  South Barrington
- 1913 Brookside Drive,
  Hoffman Estates

June 2, 1:30 to 4 p.m.

- 321 W. Palatine Road, Palatine

Harper College insurance degree program is first of its kind in Illinois

This fall, Harper College will begin offering the only degree credit insurance program at the community college level in Illinois. An outgrowth of the new Tech-Prep Degree Program planning, the program will lead to an Associate of Applied Science (A.A.S.) Degree in insurance and a nationally-recognized professional certificate issued by a major insurance institute.

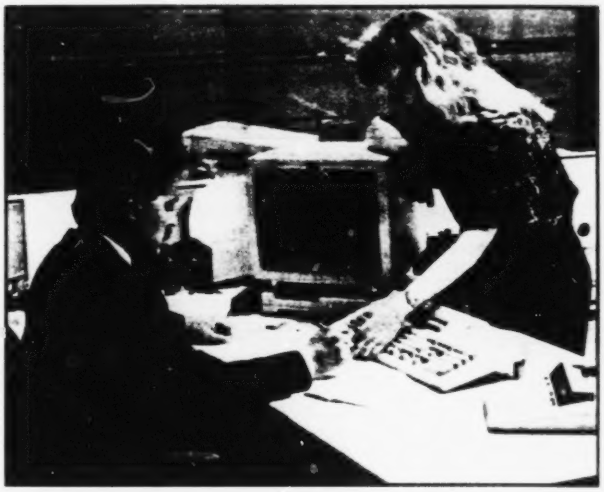
Students in the Career Cooperative's member high schools can make a smooth transition into Harper's insurance degree program by entering the Tech-Prep Corporate Careers program during their junior or senior years and taking the prerequisite courses. Individuals already working in the insurance field will be able to advance professionally by pursuing national insurance certification through the program.

"Our graduates will enter the insurance field with a running start," said Ray Normann, adjunct coordinator of Harper's insurance program and a former training director for the Allstate Insurance Company's Business and Insurance Division in South Barrington.

"They will have work experience with an insurance company, a degree, and possibly a national certificate attesting to their knowledge of and commitment to the insurance industry," Normann said.

The two-year Harper College insurance degree program consists of 20 courses. Program requirements include three insurance specific courses as well as a variety of other courses selected through joint planning by education and business. Courses focus on the knowledge and skills employers deem necessary for success in the insurance field, including accounting, business math, commercial law, data processing, and business communications.

"We set out to provide an opportunity for Tech-Prep students to gain a significant position in the insurance industry," said William Walsh, assistant vice president of commercial operation for Allstate Insurance Company in South Barrington. "This degree program is an affirmation of that goal."



Graduates of Harper College's new, unique degree credit insurance program "will enter the insurance field with a running start."

Created out of expressed industry need for qualified individuals who could fill core, salaried positions, the degree program prepares students to be underwriters, claim adjusters, customer service representatives, and technical coordinators.

"This program is an excellent example of true partnership between business and education to develop a quality program that benefits everyone involved," said Tom Johnson, Harper College's dean of business and social science.

"As the largest employer in the state, except for government and agricultural enterprises, the insurance industry has a continuing and growing need for employees to fill insurance specific positions as well as the more general business disciplines of accounting and human resources," said Sue Hickman, employee relations representative for the Zurich-American Insurance Group in Schaumburg. "This program will help provide the qualified candidates needed to fill these positions."

"The fact that these students will have had some insurance-specific training may help reduce the industry's need to provide them with training in basic insurance knowledge," she said. "That saves dollars and makes good business sense."

Career days help students choose

(continued from first page)

program, coupled with college courses specific to what they are going to be doing on the job, will allow them to be ahead of those who graduate from a baccalaureate college program without specific preparation for the career field.

Repeatedly students heard the message that hard work is the key to getting ahead in the business world. Attesting to this was Eric Willuweit, a 1983 Hoffman Estates High School graduate and Harper College student, who currently is a service analyst in Household Retail Services' lending department. Willuwiet told students that he has received two promotions and five raises since starting full-time with HRSI in January 1990.

In addition to having a willingness to work hard, students were told they also would need good communication, math and computer skills in order to succeed in the fields of banking and insurance.

"Seeing practical, daily, on-the-job applications for these skills reinforced the urgency of doing well in these subjects in school," Cragan said.

CO-OP NEWS is a bimonthly publication of the Northwest Suburban Career Cooperative.

The mission of the Northwest Suburban Career Cooperative, a partnership of school districts 211, 214, 220, and Harper College and the local community and employers, is to improve regional education for employment by coordinating programs and expanding opportunities for students to explore careers and develop transferable technical skills for future work.

Career Cooperative Manager
Pamela Block

Newsletter Editor
Sheryl Jedlinski

Photographs
Provided by Harper College

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Career Cooperative
1750 S. Roselle Road
Palatine, Illinois 60067
(708) 359-3300

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Co-Op names top volunteer for 1990 - 1991

Lenora Hylander, chair of the Cooperative's General Advisory Committee (GAC), was selected as the Cooperative's top volunteer for the 1990 - 1991 school term. In recognition of this honor, she received a plaque from the Illinois State Board of Education's Department of Adult, Vocational and Technical Education (DAVTE) and the Illinois Council on Vocational Education. In addition, letters of congratulations were sent to her by State Senator John E. Friedland and State Representative William E. Peterson.

Hylander has represented Barrington Community Unit School District 220 on the Career Cooperative's General Advisory Committee for the past four years. As a former high school counselor, vocational director and school board member, her efforts on the GAC have predominantly focused on improving communication with vocational teachers, counselors, school board members, and legislators.

In 1989, she helped plan a meeting with 48 key education and business leaders. Goals of the event were to develop plans of support for more student options to take vocational education courses and have them accepted by Illinois universities..

Additionally, Hylander has worked to increase support for vocational education teachers and counselors through an annual recognition of their efforts.

GAC gains new member

William Fricke, president of Spectrum Manufacturing in Wheeling, recently joined the Career Cooperative's General Advisory Committee (GAC).

"I want to help young people obtain better training and a fuller understanding of today's technical career opportunities, especially those in the manufacturing field," he said.

A contract manufacturer, Fricke's 13-year-old firm uses the latest technologies in manufacturing to make everything from aerospace and computer parts to artificial heart valves. He employs 100 people and is currently doubling the size of his plant to 50,000 square feet.

"We have a difficult time finding qualified people to hire because the general public does not value technical training as highly as it values a college education," he said. "I want to help change this image so our country can remain competitive in the world economy."

Conference focuses on Workforce 2001

A conference focusing on the elements critical to shaping, attracting, retaining and retraining Workforce 2001 will be held from 8 a.m. to 1:30 p.m. on Wednesday, May 22 at William Rainey Harper College in Palatine.

Open to representatives of business, education and community organizations, the conference will highlight existing creative, practical programs and local business/education partnerships addressing tough workforce issues ranging from cultural diversity, illiteracy and retraining to housing, transportation and child care.

The conference's keynote speaker is William Johnston, vice president for special projects at the Hudson Institute, and project director of Hudson's Workforce 2000 and Opportunity 2000 reports.

Register for the conference by sending a $60 check payable to Northwest 2001, at Harper College Northeast Center, 1375 S. Wolf Rd., Prospect Heights, 60070. For more information, telephone 537-5420.